



Teacher Training Revised ELA and Math Standards

ELA 3–5

Tennessee Department of Education | 2017 Summer Teacher Training

Welcome, Teachers!

We are excited to welcome you to this summer's teacher training on the revised ELA standards. We appreciate your dedication to the students in your classroom and your growth as an educator. As you interact with the ELA standards over the next two days, we hope you are able to find ways to connect this new content to your own classroom. Teachers perform outstanding work every school year, and our hope is that the knowledge you gain this week will enhance the high-quality instruction you provide Tennessee's children every day.

We are honored that the content of this training was developed by and with Tennessee educators *for* Tennessee educators. We believe it is important for professional development to be informed by current educators, who work every day to cultivate every student's potential.

We'd like to thank the following educators for their contribution to the creation and review of this content:

Terri Bradshaw, Blount County Schools
Tequila Cornelious, Franklin Special Schools
Beth Dutton, Loudon County Schools
Susan Groenke, University of Tennessee
Elaine Hoffert, Clarksville-Montgomery County Schools
Tammy Marlow, Macon County Schools
Dr. Rachel Peay Cornett, Rutherford County Schools
Kim Raybon, Rutherford County Schools



Part 1: The Standards

Module 1: Standards Review Process

Module 2: Tennessee Academic Standards

Module 3: ELA Strand Design

Part 2: Developing a Deeper Understanding of the Standards

Module 4: Diving into the Standards (KUD)

Part 3: Instructional Shifts

Module 5: Role of Text

Module 6: Text Complexity

Part 4: Aligned Materials and Assessments

Module 7: Assessing Student Understanding

Module 8: Evaluating Instructional Materials

Part 5: Putting it All Together

Module 9: Instructional Planning

Appendix

Agenda: Day 1

| Time | Content |
|-----------------------------|--|
| 8–11:15 (includes break) | Part 1: The Standards <ul style="list-style-type: none"> • M1: Standards Review Process • M2: TN Academic Standards • M3: ELA Strand Design |
| 11:15–12:30 | Lunch (on your own) |
| 12:30–4 (includes break) | Part 2: Developing a Deeper Understanding <ul style="list-style-type: none"> • M4: Diving into the Standards (KUD) Part 3: Instructional Shifts <ul style="list-style-type: none"> • M5: Role of Text • M6: Text Complexity |

Goals: Day 1

- Learn about the standards review process.
- Review overarching revisions to the ELA standards.
- Discuss and reflect on how the 5 ELA standards work together to support literacy development.
- Analyze standards and determine what students need to know, understand, and do.
- Discuss the role of text and text complexity in the ELA classroom.

Agenda: Day 2

| Time | Content |
|-----------------------------|--|
| 8–11:15 (includes break) | Part 4: Aligned Materials and Assessments <ul style="list-style-type: none"> • M7: Assessing Student Understanding |
| 11:15–12:30 | Lunch (on your own) |
| 12:30–4 (includes break) | <ul style="list-style-type: none"> • M8: Evaluating Instructional Materials Part 5: Putting it All Together <ul style="list-style-type: none"> • M9: Instructional Planning |

Goals: Day 2

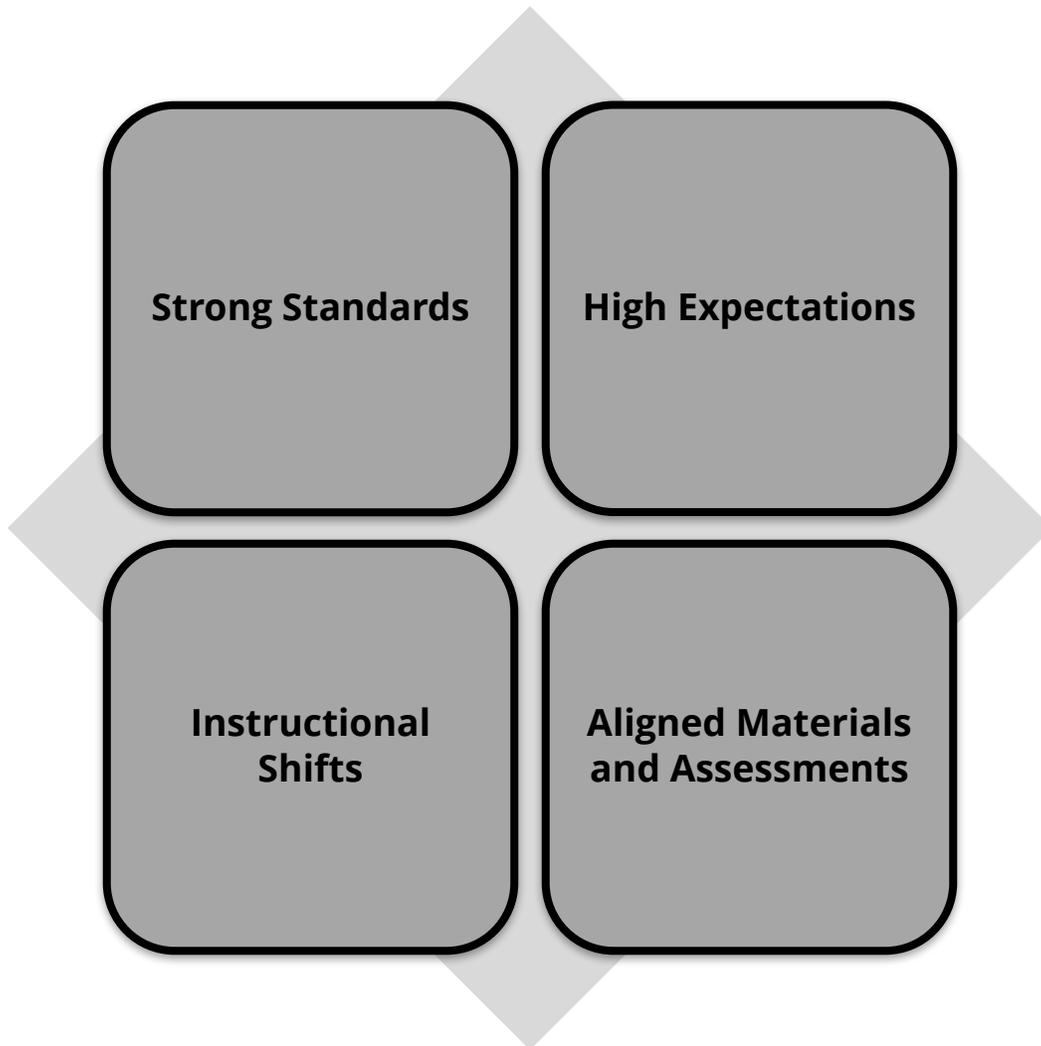
- Examine best practices for assessing student learning.
- Evaluate instructional materials for alignment to the standards.
- Connect standards and assessment through instructional planning.

Appointment Time

Make four appointments to meet with fellow participants throughout the training to discuss the content. Record participants' names in the form below and bookmark this page for your reference.

The form consists of four large, rounded rectangular boxes arranged in a 2x2 grid. Each box is labeled with a number: 1 (top-left), 2 (top-right), 3 (bottom-left), and 4 (bottom-right). A vertical arrow points upwards from the center of the grid, and a horizontal arrow points to the right from the center of the grid. The arrows are light gray and have arrowheads at the top and right ends respectively.

Key Ideas for Teacher Training



We know that Tennessee educators are working hard and striving to get better. This summer's teacher training is an exciting opportunity to learn about our state's newly adopted math and ELA standards and ways to develop a deeper understanding of the standards to improve classroom instructional practices. The content of this training is aligned to the standards and is designed to address the needs of educators across our state.

Throughout this training, you will find a series of key ideas that are designed to focus our work on what is truly important. These key ideas align to the training objectives and represent the most important concepts of this course.



Strong Standards

Standards are the bricks that should be masterfully laid through quality instruction to ensure that all students reach the expectation of the standards.



High Expectations

We have a continued goal to prepare students to be college and career ready.



Instructional Shifts

The instructional shifts are an essential component of the standards and provide guidance for how the standards should be taught and implemented.

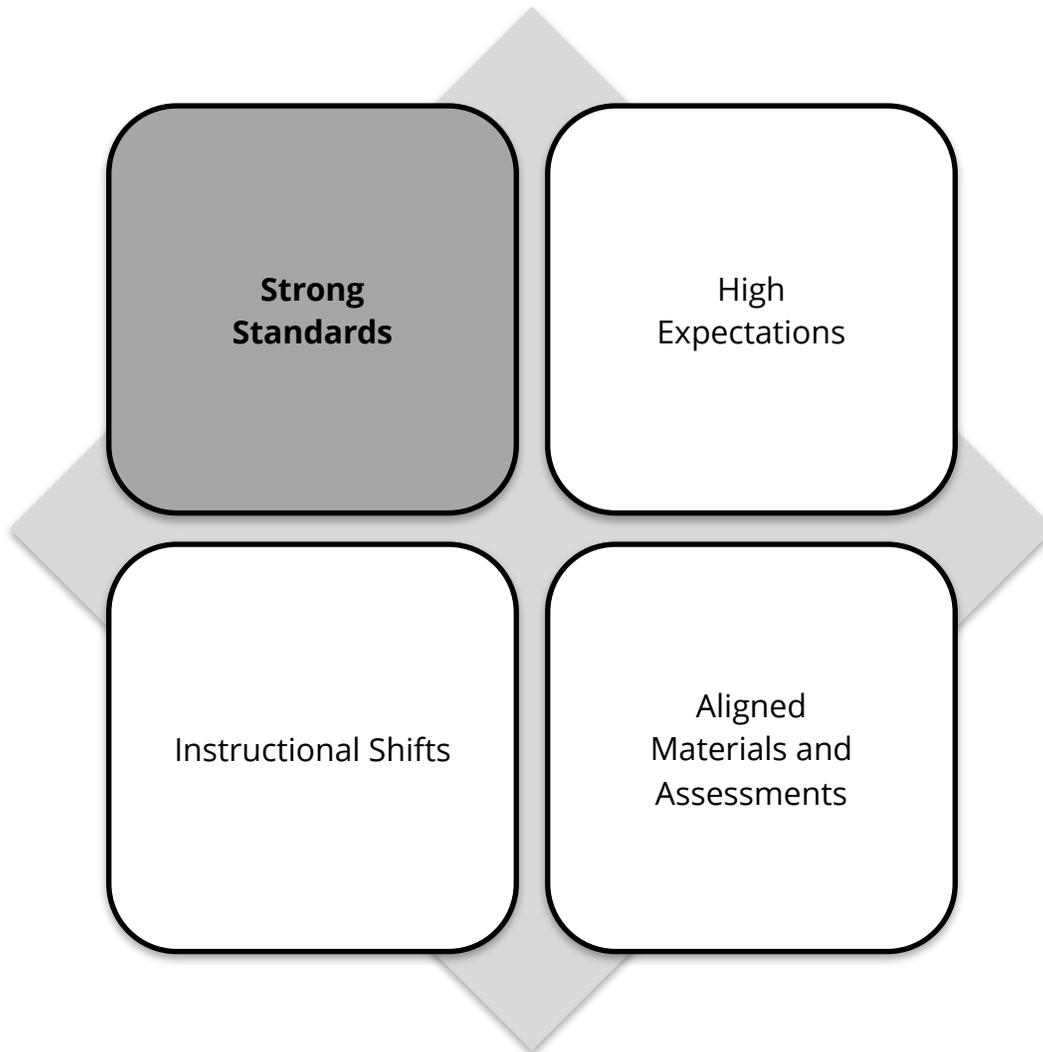


Aligned Materials and Assessments

Educators play a key role in ensuring that our standards, classroom instructional materials, and assessments are aligned.

Part 1: The Standards

Module 1: The Standards Review Process



Standards Review Process

The graphic below illustrates Tennessee's standards review process. Here you can see the various stakeholders involved throughout the process.



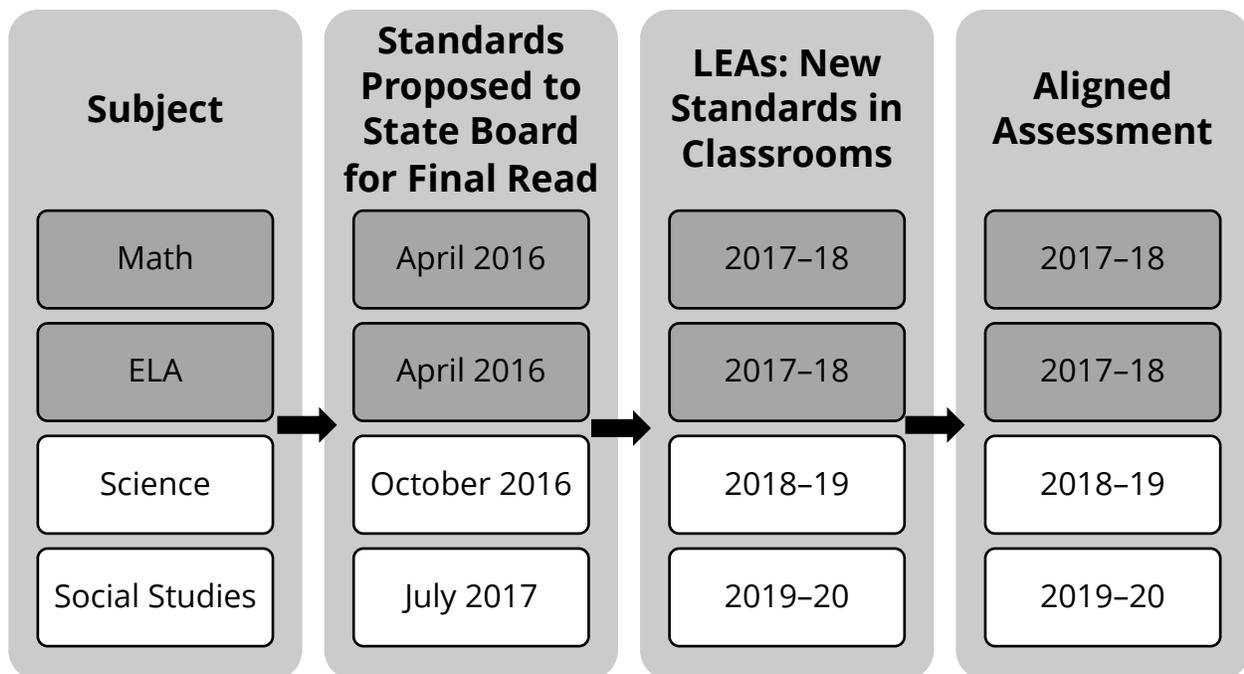
- The process begins with a website for public feedback.
- Tennessee educators who are experts in their content area and grade band serve on the advisory panels. These educators review all the public feedback and the current standards, then use their content expertise and knowledge of Tennessee students to draft a revised set of standards.
- The revised standards are posted for a second feedback collection from Tennessee's stakeholders.
- The Standards Recommendation Committee (SRC) consists of 10 members appointed by legislators. This group looks at all the feedback from the website, the current standards, and revised drafts. Recommendations are then made for additional revisions if needed.
- The SRC recommends the final draft to the State Board of Education for approval.

Educator Advisory Team Members

Every part of the state was represented with multiple voices.

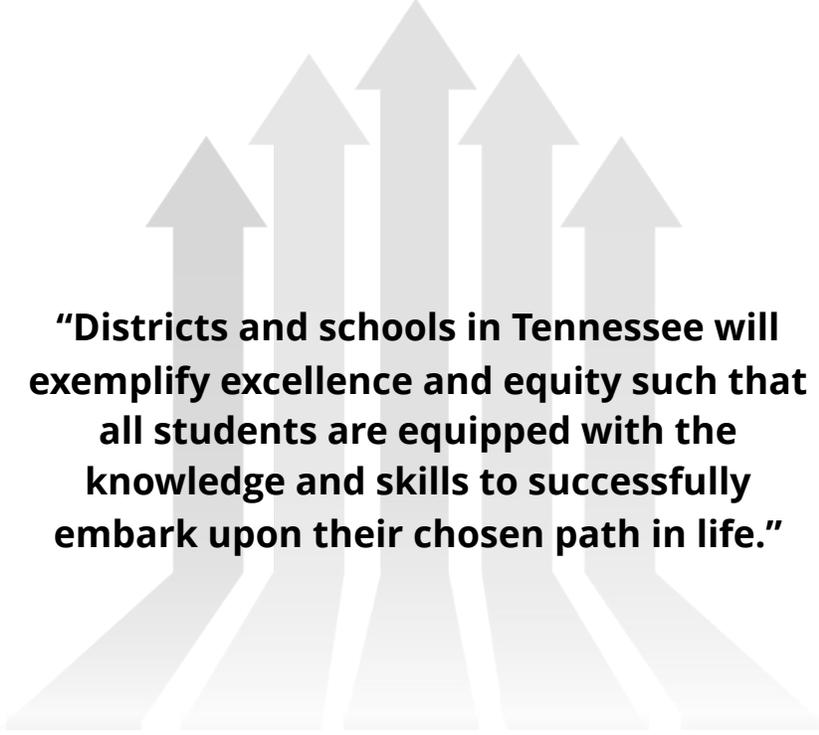


Timeline of Standards Adoptions and Aligned Assessments Implementation



Standards Revision Key Points

- The instructional shifts remain the same and are still the focus of the standards.
- The revised standards represent a stronger foundation that will support the progression of rigorous standards throughout the grade levels.
- The revised standards improve connections:
 - within a single grade level, and
 - between multiple grade levels.



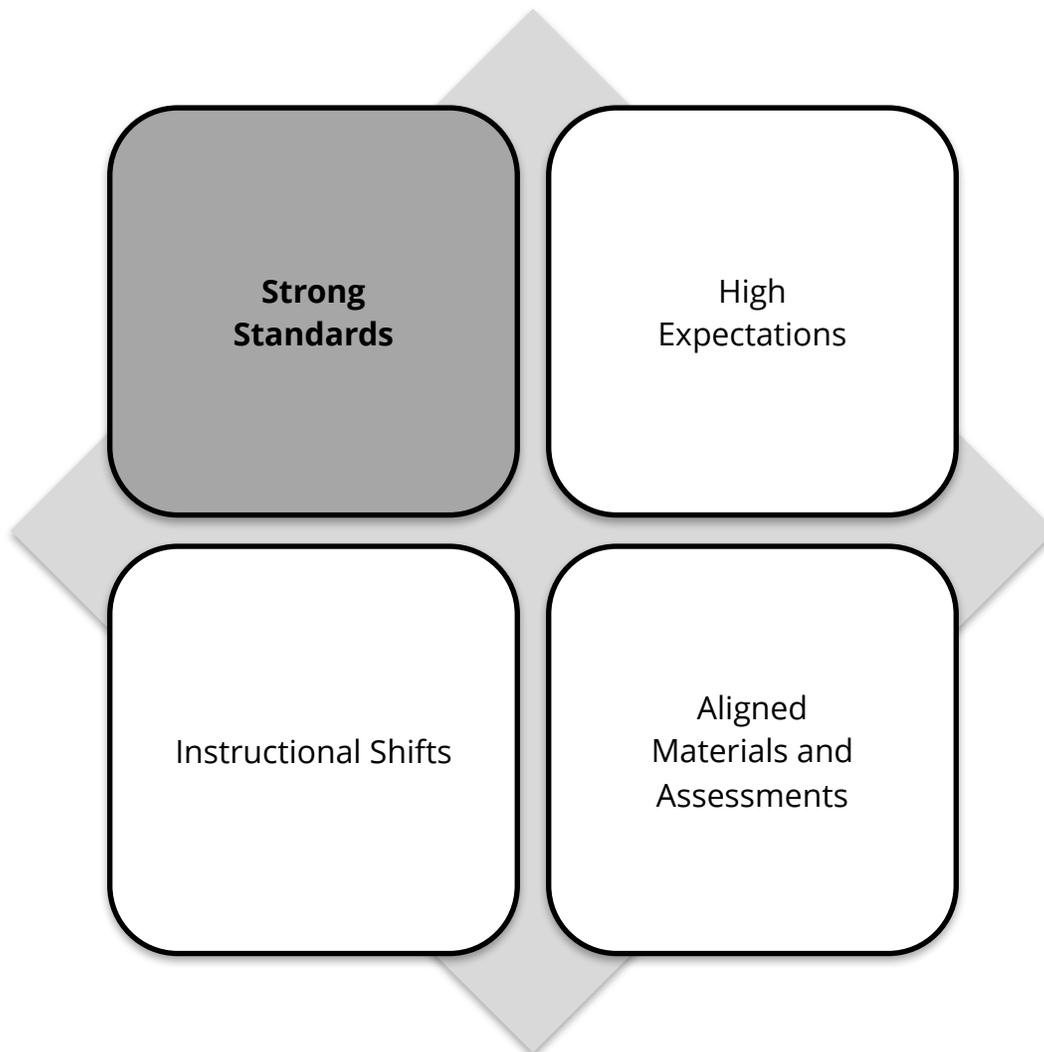
“Districts and schools in Tennessee will exemplify excellence and equity such that all students are equipped with the knowledge and skills to successfully embark upon their chosen path in life.”



What is your role in ensuring that all students are college and career ready?

Part 1: The Standards

Module 2: The Tennessee English Language Arts Academic Standards



Goals

- Reinforce the continued expectations of the Tennessee English Language Arts Academic Standards.
- Revisit the three instructional shifts and their continued and connected role in the revised standards.
- Review the overarching changes of the revised Tennessee English Language Arts Academic Standards.



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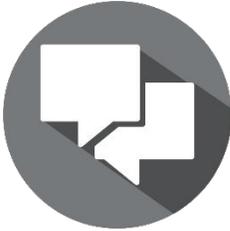


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Exploring the Standards

Quickly glance through the complete standards document. Remember that you will explore each strand of the standards in-depth later. Be prepared to share your general reflections with the group.



What are your initial observations?

Notes:

Setting the Stage

Directions:

1. Read and annotate the *General Introduction* to the TN ELA Standards (pages 2–3).
2. After reading and annotating the two parts, write the sentence or phrase you felt was the most important in the box below and your rationale for choosing it.
3. Be prepared to share this with your colleagues.

Most Important Idea:

Rationale:

Key Ideas from Discussion:

What Has Not Changed

- Students **prepared** for college and career
- **Cornerstone** standards
- **Instructional shifts**
- **Progressions** of skill building

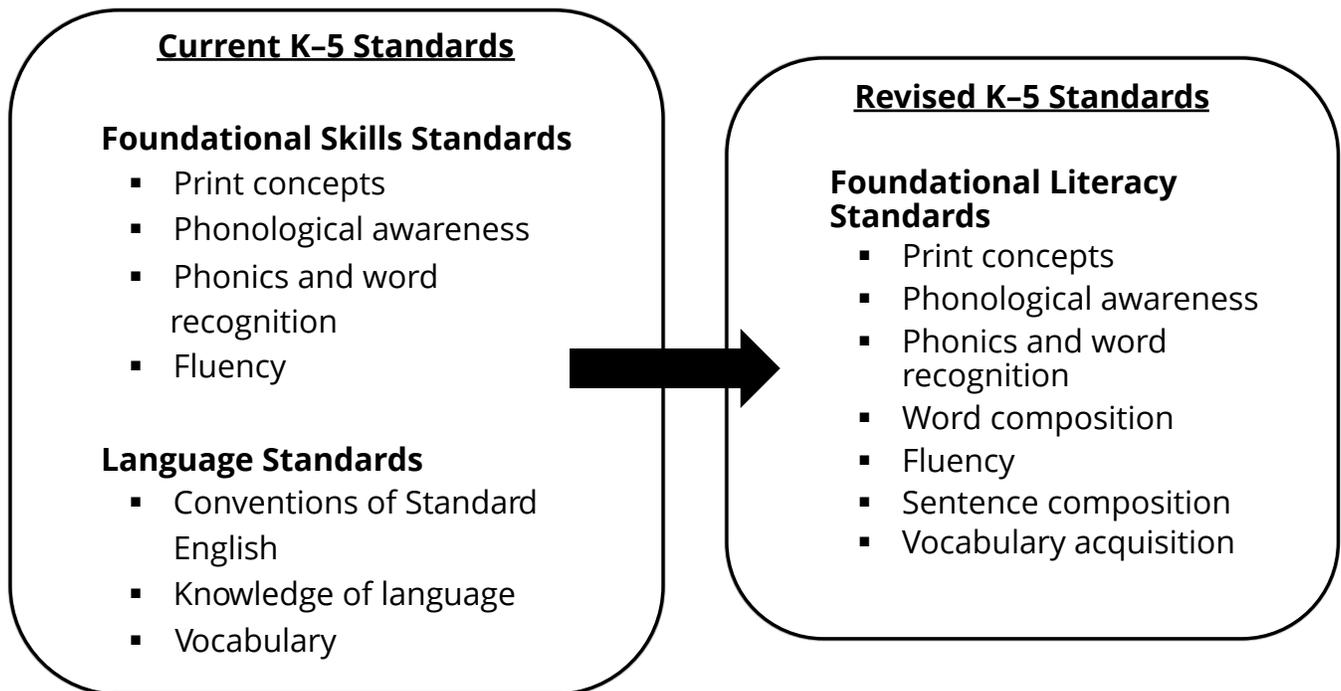
Notes:

What Has Changed

Specific to K–5

- New foundational literacy strand in which the foundational standards are embedded
- New heightened emphasis on _____

Foundational Literacy



The standards should be taught in _____, not isolation.

Revisions to the ELA Standards

- Revised for _____ and _____

Former Standard

RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Current Standard

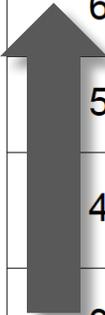
5.RI.KID.3 Explain the relationships and interactions among two or more individuals, events, and/or ideas in a text.

- Designed to more clearly articulate a _____

| WRITING STANDARDS: Production and Distribution of Writing – Standard #4 W.PDW.4 | |
|---|--|
| Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. | |
| GRADE SPAN | STANDARDS |
| 11-12 | 11-12.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| 9-10 | 9-10.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| 8 | 8.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| 7 | 7.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| 6 | 6.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| 5 | 5.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| 4 | 4.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| 3 | 3.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| 2 | 2.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| 1 | 1.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |
| K | K.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |

- Organized with the **Cornerstone Standard** at the top then progresses down the page through each grade level
- Makes it easy to see how each standard **builds** throughout the grade levels
- Uses consistent **language and terminology** throughout grade levels

Revisions to the ELA Standards

| | | |
|---|---|---|
|  6 | 6.RL.KID.1 Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions. | 6.RI.KID.1 Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions. |
| 5 | 5.RL.KID.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | 5.RI.KID.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |
| 4 | 4.RL.KID.1 Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text when drawing inferences from the text. | 4.RI.KID.1 Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in the text when drawing inferences from the text. |
| 3 | 3.RL.KID.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers. | 3.RI.KID.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers. |

Notes:

Revisions to the ELA Standards

- Connected and grouped to emphasize _____

| READING STANDARDS: Key Ideas and Details – Standard #1 R.KID.1 | | |
|--|---|---|
| Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. | | |
| GRADE SPAN | LITERATURE | INFORMATIONAL TEXT |
| 11-12 | 11-12.RL.KID.1 Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources. | 11-12.RI.KID.1 Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources. |
| 9-10 | 9-10.RL.KID.1 Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions. | 9-10.RI.KID.1 Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions. |
| 8 | 8.RL.KID.1 Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence. | 8.RI.KID.1 Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence. |
| 7 | 7.RL.KID.1 Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions. | 7.RI.KID.1 Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions. |
| 6 | 6.RL.KID.1 Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions. | 6.RI.KID.1 Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions. |
| 5 | 5.RL.KID.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | 5.RI.KID.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |
| 4 | 4.RL.KID.1 Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text when drawing inferences from the text. | 4.RI.KID.1 Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in the text when drawing inferences from the text. |
| 3 | 3.RL.KID.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers. | 3.RI.KID.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers. |
| 2 | 2.RL.KID.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. | 2.RI.KID.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. |
| 1 | 1.RL.KID.1 Ask and answer questions about key details in a text. | 1.RI.KID.1 Ask and answer questions about key details in a text. |
| K | K.RL.KID.1 With prompting and support, ask and answer questions about key details in a text. | K.RI.KID.1 With prompting and support, ask and answer questions about key details in a text. |

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- The **Reading Standards** for both literature and informational text are now organized to appear **side-by-side**.
- Educators can **make connections** when selecting literary and informational text for instruction.

Revisions to the ELA Standards

- Connected and grouped to emphasize integration

| SPEAKING AND LISTENING STANDARDS: Comprehension and Collaboration – Standard #1 SL.CC.1 | | |
|--|--|--|
| Cornerstone: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively. | | |
| GRADE SPAN | STANDARDS | LINKING STANDARDS |
| 11-12 | 11-12.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11 th - 12 th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. | RL.1-7, 9, 10 RI.1-10 W.6 |
| 9-10 | 9-10.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9 th - 10 th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. | RL.1-7, 9, 10 RI.1-10 W.6 |
| 8 | 8.SL.CC.1 Prepare for collaborative discussions on 8 th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly. | RL.1-7, 9, 10 RI.1-10 W.5-6 |
| 7 | 7.SL.CC.1 Prepare for collaborative discussions on 7 th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly. | RL.1-7, 9, 10 RI.1-10 W.5-6 |
| 6 | 6.SL.CC.1 Prepare for collaborative discussions on 6 th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly. | RL.1-7, 9, 10 RI.1-10 W.5-6 |
| 5 | 5.SL.CC.1 Prepare for collaborative discussions on 5 th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly. | FL.F.5 RL.1-7, 9, 10 RI.1-10 W.5-6 |
| 4 | 4.SL.CC.1 Prepare for collaborative discussions on 4 th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly. | FL.F.5 RL.1-7, 9, 10 RI.1-10 W.5-6 |
| 3 | 3.SL.CC.1 Prepare for collaborative discussions on 3 rd grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly. | FL.F.5 RL.1-7, 9, 10 RI.1-10 W.4-6 |
| 2 | 2.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 2 nd grade topics and texts. | FL.F.5 RL.1-7, 9, 10 RI.1-10 W.5-8 |
| 1 | 1.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1 st grade topics and texts. | FL.F.5 RL.1-7, 9, 10 RI.1-10 W.1-3, 5-8 |
| K | K.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics. | FL.F.5 RL.1-7, 9, 10 RI.1-10 W.1-3, 5-8 |

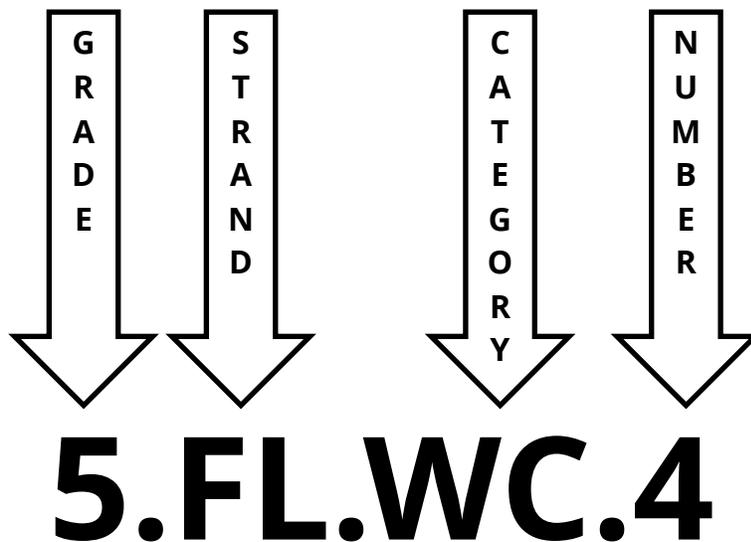
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- The **Speaking and Listening Standards** emphasize integration and include a separate column linking standards from the four other strands for planning purposes.

Revisions to the ELA Standards

- New nomenclature and coding

| |
|---|
| Grade level of the standard |
| Strand <ul style="list-style-type: none"> – Foundational Literacy (K-5) – Language (6-12) – Reading (Literature or Informational Text) – Speaking and Listening – Writing |
| Category within the strand |
| Number of the standard within the strand |



Revisions to the ELA Standards

- New **nomenclature and coding**

Practice

Read the standards below and practice listing the appropriate labels. Reference the standards document at needed.

3.W.PDW.6

With guidance and support from adults, use technology to produce and publish writing, as well as to interact and collaborate with others; demonstrate sufficient command of technological skills to type a complete product in a single sitting as defined in W.1-3.

Grade:

Strand:

Category:

Number:

5.SL.PKI.5

Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Grade:

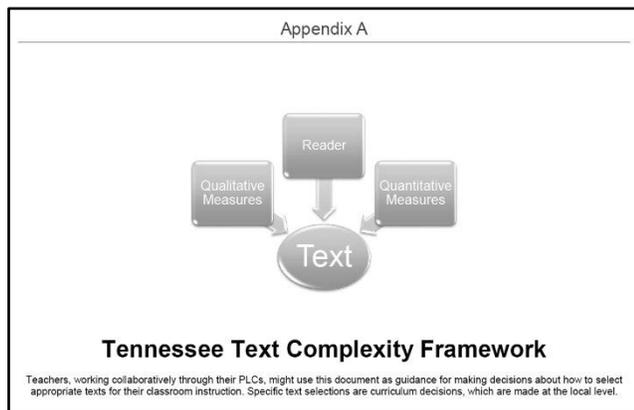
Strand:

Category:

Number:

Revisions to the ELA Standards

- Supporting Documents (TN Academic Standards for ELA pages 67–88)



Questions to Guide PLC Discussions

1. What did you learn about this text in PLC with your colleagues?
2. What standards are being taught with this text?
3. What does understanding of the standards look like with this text?
4. What about this text will be engaging to students?
5. How are students being asked to reflect on this text?
6. What will the sequence of text-dependent questions look like for this text?
7. Why did you choose this text?
8. What makes this text quantitatively/qualitatively complex?
9. What reader and task considerations did you think of when choosing this text?
10. What important details do you want students to glean from this text?
11. How does this text help students build background knowledge?
12. What strategies will you use for textual analysis/ writing and why?
13. What experiences will students have with vocabulary with this text?
14. What will class discussions with this text sound like?
15. What connections to other texts can students make with this text?

Glossary

The purpose of this glossary is to provide clarification on terms embedded in the ELA content standards.

Active Voice: in *active voice*, the subject performs the action expressed by the verb: "The student wrote an essay" (contrast with *passive voice*: "The essay was written by the student").

Adage/Proverb: an old or well-known saying that expresses a truth.

Aesthetic Impact: pertaining to an author's intentional decisions to use words or images that directly impact the artistic appeal.

Affix: a *morpheme* or meaningful part of a word attached before or after a *root* to modify its meaning; a category that subsumes *prefixes*, *suffixes*, and *infixes*.

Allegory: a literary work that portrays abstract ideas concretely.

Allusion: a textual reference to another literary, political, mythological, or religious contemporary work, text, or event.

Alphabetic Code: specifies that letters, singly and in combination, represent single speech sounds.

Alphabetic Principle: the principle that letters are used to represent individual *phonemes* in spoken words.

Alphabetic Writing System: a system of symbols that represents each consonant and vowel sound in a language.

Analogy: a comparison between two things to help explain or illustrate one or both of them.

Anglo-Saxon: Old English; a Germanic language spoken in Britain before the invasion of the Norman French in 1066.

Archetype, Literary: a typical character, action, or situation that seems to represent such universal patterns of human nature; also known as universal symbol, may be a character, a theme, a symbol, or even a setting.

Argumentation:

- **Aristotelian:** writer uses logic to state his/her *claim*, appeal to the reader's rationale with *factual evidence*, anticipate *counterclaims*, offer a *rebuttal*, and offer an effective conclusion persuading the audience to accept the writer's *point of view*.

Notes:

Module 2 Review

- The student is the keystone.
- The standards are the cornerstones.
- Preparing students to be postsecondary and workforce ready is the ultimate goal.
- In grades K–5, the standards signal the importance of laying a solid foundation for reading and writing.
- In grades 6–8, the standards solidify the foundation while increasing the complexity of text selection and tasks.
- In grades 9–12, the standards focus on sophistication and style.



Strong Standards

Standards are the bricks that should be masterfully laid through quality instruction to ensure that all students reach the expectation of the standards.

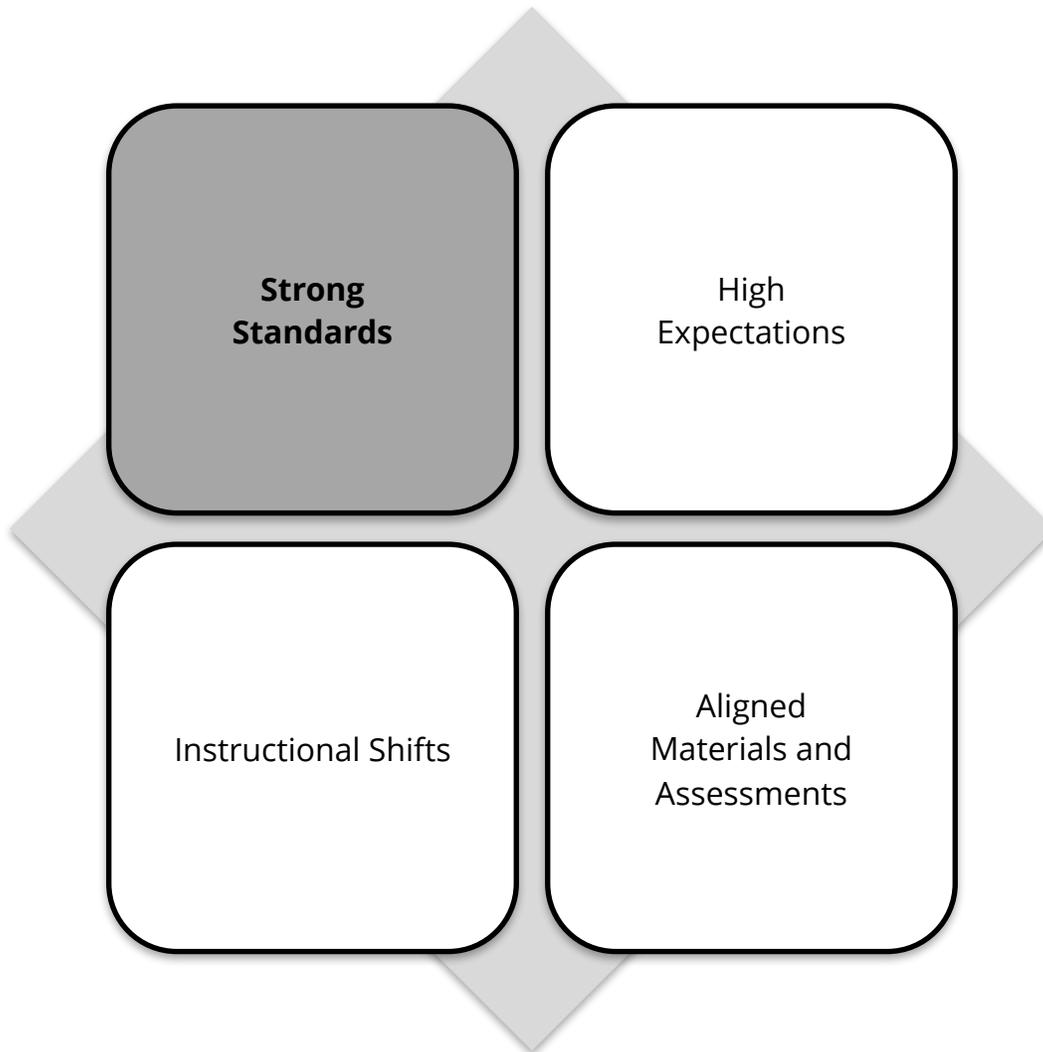
“To begin with the end in mind means to start with a clear understanding of your destination.

It means to know where you’re going so that you better understand where you are now so that the steps you take are always in the right direction.”

—Stephen R. Covey, 1989

Part 1: The Standards

Module 3: ELA Strand Design



Goals

- Understand the overall organizational structure of the ELA academic standards by analyzing the five strands and categories within them.
- Discuss and reflect on how the standards work together to support literacy development.



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The instructional shifts are an essential component of the standards and provide guidance for how the standards should be taught and implemented.



Aligned Materials and Assessments

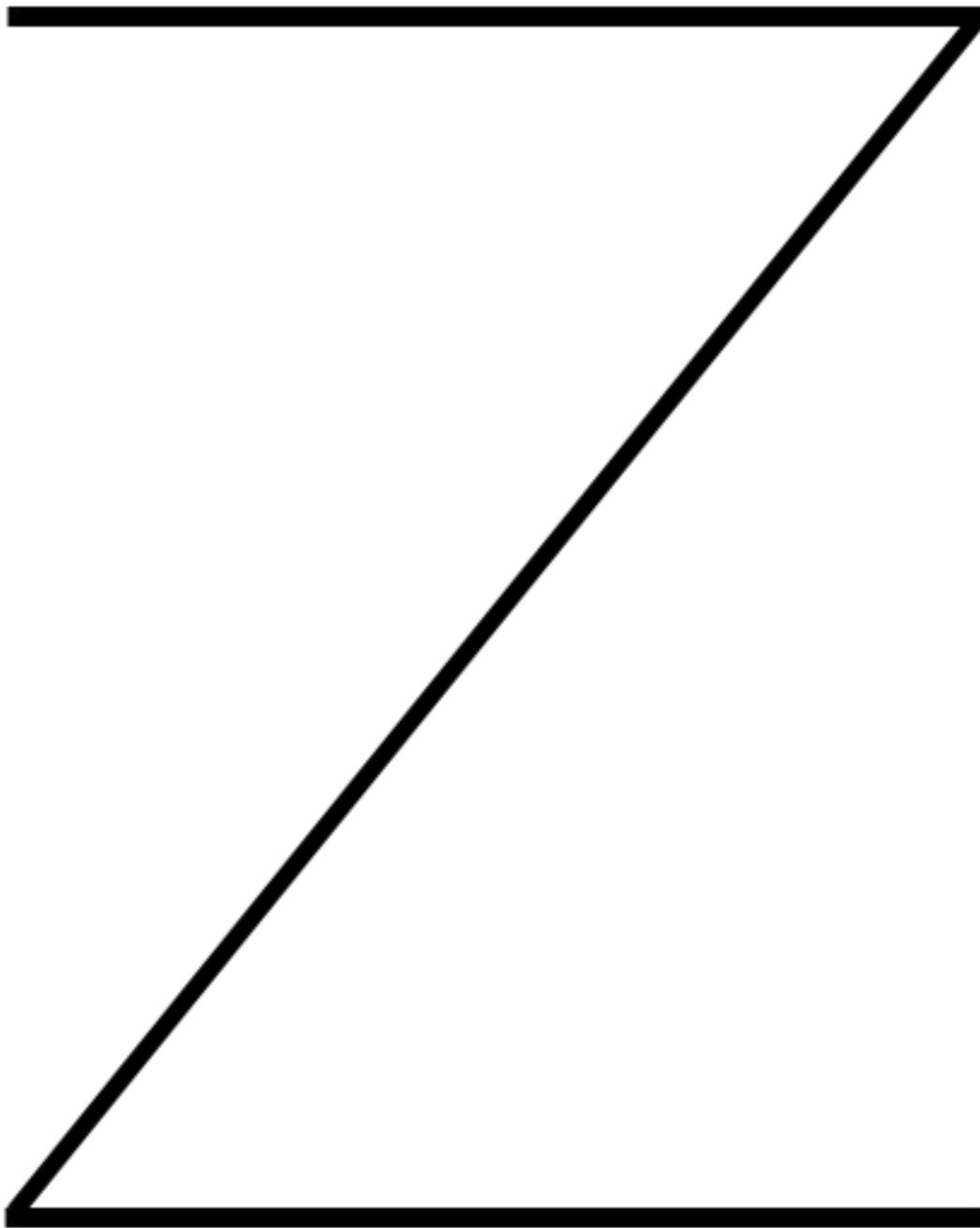
Educators play a key role in ensuring that our standards, classroom instructional materials, and assessments are aligned.

TN ELA Academic Standards: Five Strands

| | |
|----------|--|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |



**TN ELA Academic Standards: Five Strands
Z Chart Activity**



**TN ELA Academic Standards: Five Strands
Z Chart Notes**

| Strand | Notes |
|---------------|--------------|
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |

TN ELA Academic Standards: Five Strands Key Takeaways

Foundational Literacy

- Our former standards separately list the **foundational skills** and **language**. This leads to instructional practices that isolate these skills instead of **integrating** them.
- The most noticeable revision in the revised standards occurs with the **compilation** of foundational skills and language into the **Foundational Literacy Standards**.

Language

- The revised Language 6–12 standards **build directly on the foundational literacy** standards while **expanding** on vocabulary, syntax, conventions, and command of the English language.
- In the middle grades, the standards **solidify the foundation** and give students the space to think flexibly about communication.
- In high school, students focus on **understanding the nuances** of language while building sophistication and style needed for post-secondary readiness.

Notes:

TN ELA Academic Standards: Five Strands Key Takeaways

Reading

- In the **elementary** grades, **reading** is embedded in the **foundational skills**.
- In the **middle** grades, the focus is on solidifying the reading foundation while **building stamina** with increasingly **complex text**.
- In **high school**, the focus is on the ability to recognize and analyze **archetypal patterns, nuances of language, and inter-textual connections**.

Speaking and Listening

- The Speaking and Listening standards **serve as a bridge** between reading and writing skills.
- Speaking and listening skills **aid in reading comprehension** and encourage engagement with texts and ideas.
- Effective **speaking and listening skills are necessary** in today's job market.

Writing

- Students understand better what they read **when they write** about it.
- **Writing is an avenue** students can use to explore who they are and to influence others.
- Effective **written communication skills are necessary** in today's job market.

Appointment with Peers

Please meet with your first partner to discuss the following:

- How will these changes impact your classroom?
- What are your takeaways from modules 1-3?
- How does this align to your observation rubric?

Notes:

Module 3 Review

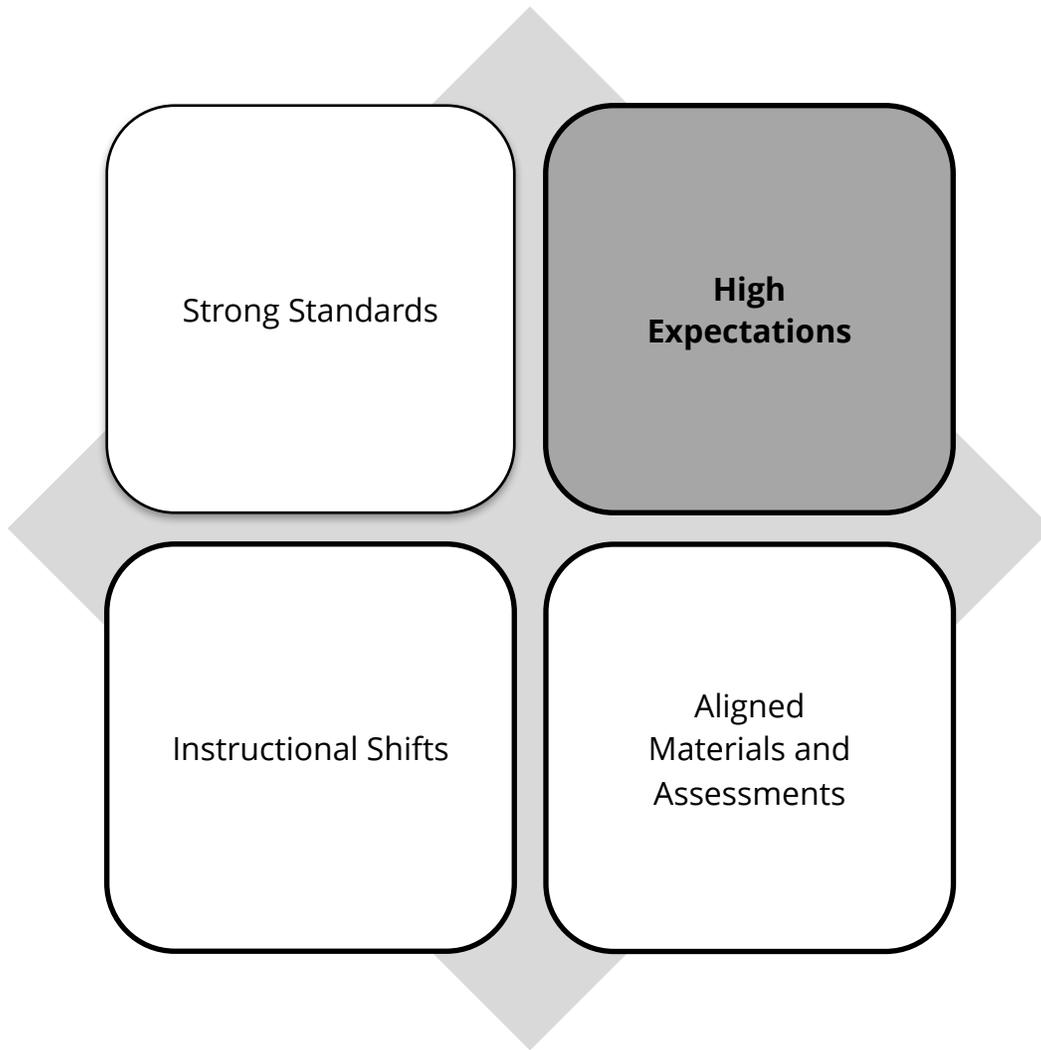
- The overall organizational structure of the ELA Academic Standards remains the same.
- All standards are organized under one of five strands: K–5 Foundational Literacy, 6–12 Language, K–12 Reading for both literature and information text, K–12 Speaking and Listening, and K–12 Writing.
- Each strand is broken down into categories to assist in clarity and the ease of integration within and among standards.



Strong Standards

Standards are the bricks that should be masterfully laid through quality instruction to ensure that all students reach the expectation of the standards.

Part 2: Developing a Deeper Understanding
Module 4: Diving Into 3–5 ELA



Goals

- Determine the English language arts and literacy emphasis that is embedded within the standards.
- Develop a means for deconstructing standards to help guide planning, assessment and instruction.
- Determine what students need to know, understand, and do within the standards.



Strong Standards

Standards are the bricks that should be masterfully laid through quality instruction to ensure that all students reach the expectation of the standards.



High Expectations

We have a continued goal to prepare students to be college and career ready.



Instructional Shifts

The instructional shifts are an essential component of the standards and provide guidance for how the standards should be taught and implemented.



Aligned Materials and Assessments

Educators play a key role in ensuring that our standards, classroom instructional materials, and assessments are aligned.

Mr. Reed's Class Assignment

Before we get started, we are going to do a quick activity that will help frame our work in this module.

Notes:



Decision: The Expected Results

Now we are going to dive into the academic expectations for a few specific standards. To get the expected results, please consider the following:

- What standards are we teaching?
- What do students need to know, understand, and do (KUD)?
- What are the essential questions?
- What should instruction and assessment look like?

We are going to look closely at Reading Standard #2.

5.RL.KID.2

Determine a theme or central idea of a story, drama, or poem from details in the text; summarize the text.

4.RL.KID.2

Determine a theme of a story, drama, or poem from details in the text; summarize the text.

3.RL.KID.2

Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.



We are going to look closely at Reading Standard #2.

| Know (facts, vocabulary) | Understand (concepts, generalizations) | Do (verbs, skills) |
|-----------------------------|--|-----------------------|
| | | |
| Essential Questions: | | |
| Instruction and Assessment | | |

You try one.

| Know (facts, vocabulary) | Understand (concepts, generalizations) | Do (verbs, skills) |
|-----------------------------|--|-----------------------|
| | | |
| Essential Questions: | | |
| Instruction and Assessment: | | |

Module 4 Review

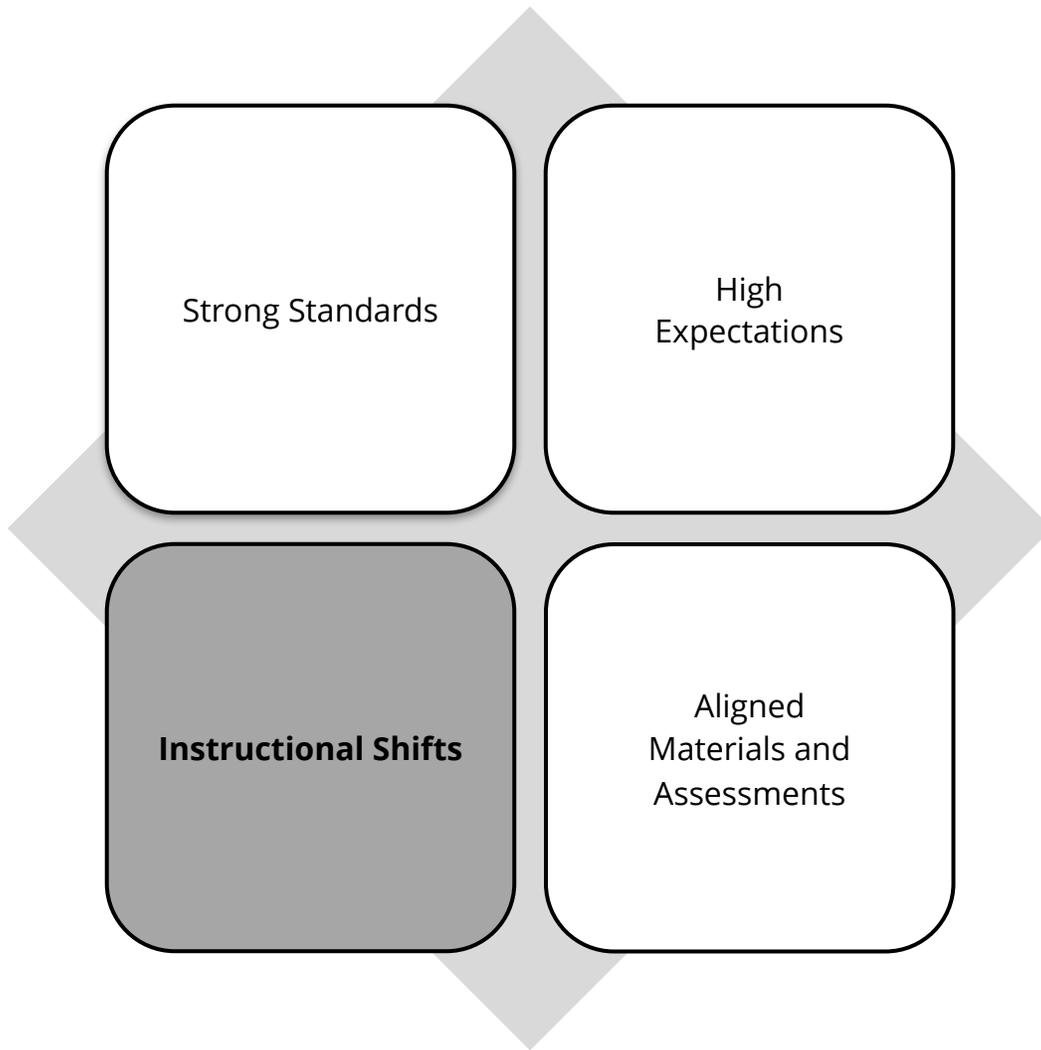
- It is important to determine what students need to know, understand, and do.
- Analyzing the standards can guide and inform planning, assessment, and instruction.



High Expectations

We have a continued goal to prepare students to be college and career ready.

Part 3: Instructional Shifts
Module 5: Role of Text



Goals

- Examine how multiple texts on one topic build knowledge, vocabulary, and fluency for all students.
- Model how to intentionally sequence texts based on complexity and other factors.



Strong Standards

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High Expectations

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Instructional Shifts

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Aligned Materials and Assessments

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A Simulation

"Just giving students complex texts doesn't mean they will read and understand them."

—Doug Fisher and Nancy Frey, 2013

Mystery Letter

See if you can “make sense” of this text.

- Pay attention to what you are doing to try and comprehend this text.
- What if you read it more closely?
- What makes this text so complex?
- What if it was essential for students to read this text? What strategies would you use to teach it?

Notes:

Mystery Letter

Dear Sir,

I wrote you a Short time ago, and as I have a leasure moment I will write again although I can ad but little.

The time has Come that man is expected to be transfarable and as negotiable as a promisyary note of hand, in those days of Glory and Jackson - little Vann Sets in his chair and [looks] as Sly as a red fox, and I have no doubt but that he thinks Andrew Jackson has full power to transfer the people of these united States at his will, and I am truly afread that a majority of the free citizens of these united States will Submit to it and Say amen Jackson done it. It is right If we Judge by the past we can make no other Calculations.

I have almost given up the Ship as lost. I have gone So far as to declare that if he martin vanburen is elected that I will leave the united States for I never will live under his kingdom. before I will Submit to his Government I will go to the wildes of Texas. I will consider that government a Paridice to what this will be. In fact at this time our Republican Government has dwindled almost into insignificancy our [boasted] land of liberty have almost Bowed to the yoke of of Bondage. Our happy days of Republican principles are near at an end when a few is to transfer the many...I must Close in a hope of Seeing better times

I am with great respects your friend & obt Servt.

Let's Try Another Idea...

Davy Crockett on the Removal of the Cherokees, 1834

Read "Davy Crockett on the Removal of the Cherokees, 1834."

- First, read for the central ideas.
- Then, we will review the text together.

Text-dependent Questions

- Whose name should you sign in the closing of this mystery letter?

- When was it written?

- What did Crockett fear?

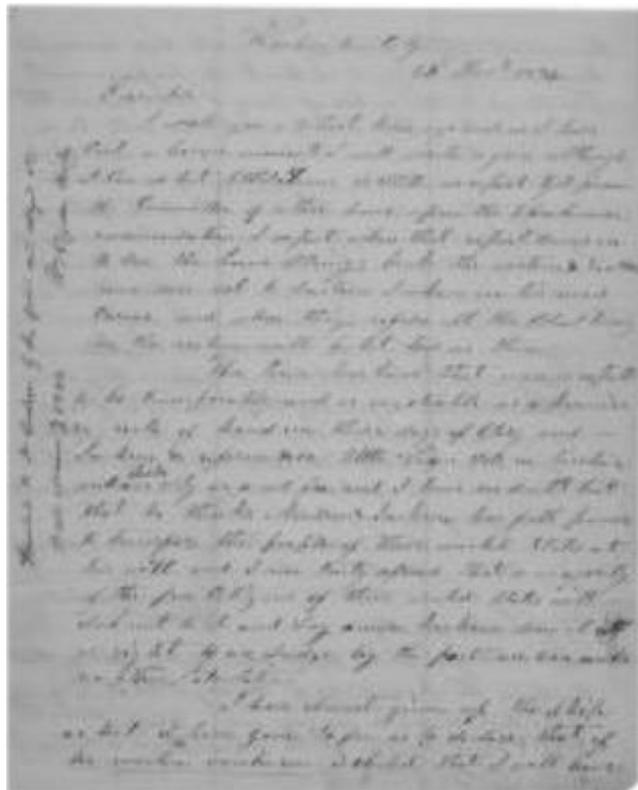
- Why would he hold such fears?

Davy Crockett on the Removal of the Cherokees, 1834

A primary source by David Crockett

In this letter, written in December 1834, Davy Crockett complains about President Andrew Jackson's forced removal of the Cherokees from their homes to Oklahoma. Crockett opposed that policy and feared Vice President Martin Van Buren would continue it, if elected president. He even goes so far as to say that if Van Buren is elected, Crockett would leave the United States for the "wildes of Texas." ...Crockett actually went to Texas before Martin Van Buren was elected president, and he died in the Battle of the Alamo on March 6, 1836, months before the election.

*David Crockett to Charles Schultz,
December 25, 1834
(Gilder Lehrman Collection)*



<http://www.gilderlehrman.org/history-by-era/jackson-lincoln/resources/davy-crockett-removal-cherokees-1834>

Keep Building...

Excerpts from Andrew Jackson’s Speech to Congress in Indian Removal

Read “Excerpts from Andrew Jackson’s Speech to Congress in Indian Removal.”

- First, read for the central ideas.
- Then, we will review the text together.

Text-dependent Questions

- What is Jackson proposing?
- In paragraph two, according to Jackson, who will benefit from this proposal? In what ways will these groups benefit?
- In paragraph three, Jackson compares the Native Americans to what other groups that have been uprooted?
- Reread the last line in paragraph three. According to Jackson, how should the Native Americans feel about his proposal?
- Finally, in the last paragraph, pick out some words Jackson uses to describe his policy.

Andrew Jackson's Speech to Congress in Indian Removal

"It gives me pleasure to announce to Congress that the benevolent policy of the Government, steadily pursued for nearly thirty years, in relation to the removal of the Indians beyond the white settlements is approaching to a happy consummation...

The consequences of a speedy removal will be important to the United States, to individual States, and to the Indians themselves...It will place a dense and civilized population in large tracts of country now occupied by a few savage hunters...It will relieve the whole State of Mississippi and the western part of Alabama of Indian occupancy, and enable those States to advance rapidly in population, wealth, and power. It will separate the Indians from immediate contact with settlements of whites; free them from the power of the States; enable them to pursue happiness in their own way and under their own rude institutions...

...Doubtless it will be painful to leave the graves of their fathers; but what do they more than our ancestors did or than our children are now doing? To better their condition in an unknown land our forefathers left all that was dear in earthly objects. Our children by thousands yearly leave the land of their birth to seek new homes in distant regions...These remove hundreds and almost thousands of miles at their own expense, purchase the lands they occupy, and support themselves at their new homes from the moment of their arrival. Can it be cruel in this Government when, by events which it cannot control, the Indian is made discontented in his ancient home to purchase his lands, to give him a new and extensive territory, to pay the expense of his removal, and support him a year in his new abode? How many thousands of our own people would gladly embrace the opportunity of removing to the West on such conditions! If the offers made to the Indians were extended to them, they would be hailed with gratitude and joy.

And is it supposed that the wandering savage has a stronger attachment to his home than the settled, civilized Christian? Is it more afflicting to him to leave the graves of his fathers than it is to our brothers and children? Rightly considered, the policy of the General Government toward the red man is not only liberal, but generous. He is unwilling to submit to the laws of the States and mingle with their population. To save him from this alternative, or perhaps utter annihilation, the General Government kindly offers him a new home, and proposes to pay the whole expense of his removal and settlement."

President Jackson's Message to Congress "On Indian Removal", December 6, 1830; Records of the United States Senate, 1789-1990; Record Group 46; Records of the United States Senate, 1789-1990; National Archives and Records Administration (NARA]

Martin Van Buren 1782–1862

Eighth President, 1837–1841

Martin Van Buren was hand-picked by his friend Andrew Jackson to follow him into the White House. But, even the support of the ever-popular Jackson could not protect Van Buren from the ill will of the people as the result of the severe economic depression that followed him into office and eventually led to his defeat in 1840. Van Buren was so responsible for forcing 15,000 Cherokee from their Georgia home and to what is now Oklahoma. Without adequate food and supplies, the Indians marched for 116 days, escorted by federal troops who did not allow them to rest or tend to the ill. As a result, some 4,000 Indians died on the treacherous Journey known as "The Trail of Tears."

By unknown photographer,
ca. 1840-1860.
Courtesy of Library of Congress



On the Record

Excerpted Remarks of the Honorable David Crockett

Read “Excerpted Remarks of the Honorable David Crockett.”

- First, read for the central ideas.
- Then, we will review the text together.

Text-dependent Questions

- What was Crockett’s position on Jackson’s policy?
- In paragraph two, what concerns did Crockett have about the Executive Branch?
- Who are “the poor remnants of a once powerful people” Crockett is referring to in paragraph three?
- Who is the only source of help for these people?
- Reread paragraph five. What are some important words or phrases Crockett uses to convey his opinion about the bill?
- In his closing remarks, what personal remarks does Crockett provide that help you gain insight into his character?

Remarks of the Honorable David Crockett

Mr. Crockett said, that,...he felt it to be a duty to himself to explain the motives which governed him in the vote he should give on this bill.

...He had always viewed the native Indian tribes of this country as a sovereign people. He believed they had been recognised as such from the very foundation of this government, and the United States were bound by treaty to protect them; it was their duty to do so. And as to giving to giving the money of the American people for the purpose of removing them in the manner proposed, he would not do it.

...He had many objections to the bill--some of them of a very serious character. One was, that he did not like to put half a million of money into the hands of the Executive, to be used in a manner which nobody could foresee, and which Congress was not to control. Another objection was, he did not wish to depart from the foundation of the government. He considered the present application as the last alternative for these poor remnants of a once powerful people. Their only chance of aid was at the hands of Congress. Should its members turn a deaf ear to their cries, misery must be their fate....

...Mr. C. said that four counties of his district bordered on the Chickasaw country. He knew many of their tribe; and nothing should ever induce him to vote to drive them west of the Mississippi...He knew personally that a part of the tribe of the Cherokees were unwilling to go. When the proposal was made to them, they said, ``No; we will take death here at our homes. Let them come and tomahawk us here at home: we are willing to die, but never to remove."'

...If this bill should pass... the Indians were to have no privileges allowed them, while the white men were to have all. Now, if this was not oppression with a vengeance, he did not know what was. It was the language of the bill, and of its friends, that the Indians were not to be driven off against their will. He knew the Indians were unwilling to go: and therefore he could not consent to place them in a situation where they would be obliged to go. He could not stand that. He knew that he stood alone, having, perhaps, none of his colleagues from his state agreeing in sentiment. He could not help that. He knew that he should return to his home glad and light in heart, if he voted against the bill. He felt that it was his wish and purpose to serve his constituents honestly, according to the light of his conscience. The moment he should exchange his conscience for mere party views, he hoped his Maker would no longer suffer him to exist...

Continued Remarks of the Honorable David Crockett

...He had been told that he did not understand English grammar. That was very true. He had never been six months at school in his life; he had raised himself by the labor of his hands. But he did not, on that account, yield upon his privilege as the representative of freemen on this floor. Humble as he was, he meant to exercise his privilege. He had been charged with not representing his constituents. If the fact was so, the error (said Mr. C.) is here, (touching his head) not here (laying his hand upon his heart). He never had possessed wealth or education, but he had ever been animated by an independent spirit; and he trusted to prove it on the present occasion.

http://capitolwords.org/date/2012/01/24/E63-3_remarks-of-the-honorable-david-crockett/

"Speeches on the Passage of the Bill for the Removal of the Indians," published by Perkins and Marvin in 1830.

The speech was given by Rep. David Crockett of Tennessee on May 19, 1830, in opposition to the Indian Removal Act.

A Little Bio

David Crockett

Read "David Crockett."

- First, read for the central ideas.
- Then, we will review the text together.

Text-dependent Questions

- What experiences did Crockett have with...
 - Jackson?
 - Native Americans?
 - Oppression?



DAVID CROCKETT

David Crockett, a legend in his time and since, was born in 1786 in East Tennessee. He knew first-hand the brutalities of frontier life. His grandparents were murdered by Creek and Cherokee Indians before he was born. By twelve years old he was bound out to a cattle drover from whom he had to escape through a snowstorm when the drover forcefully kept Davy past the end of his contract. Not having any luck with formal education, Crockett ran away from home at the age of thirteen in 1799.

Between 1811 and 1813 Crockett fought under General Andrew Jackson in the Creek War. It was his reputation as an Indian fighter and frontiersman that first established his popularity. He used rough, exaggerated images of himself as soldier and hunter to

rise to political positions. Although he was admired for being a strong, hard and heroic frontiersman, the obsessive admiration of Davy Crockett was due in large part to his humor. He was charismatic and possessed the mastery of vernacular coupled with common sense that made him a natural storyteller with the power to enthrall his audience and parody his opponents. He served two terms in the Tennessee legislature and was elected to Congress three times. After years as a Democratic Jacksonian, Crockett broke ties with Jackson in 1828 and became a Whig for the remainder of his political career.

A Narrative of the Life of David Crockett (1834) is the autobiography most likely to be the actual work of Crockett; edited by Thomas Chilton. Much of the other writing attributed to Crockett was actually penned by ghost writers (presumably due to Crockett's lack of formal education) and was approved by Crockett before publication. "[Bear Hunting in Tennessee](#)" is a story from *A Narrative of the Life of David Crockett* that emphasized Crockett's reputation as a great bear hunter-- one of the first [mighty hunters](#) in Southwestern humor. Unlike [Thorpe's](#) later creation of the mighty hunter, Jim Doggett, Crockett's role is used to further the myth that allowed Crockett to become a legend of the old West within his lifetime and for years to come.

Back to Mystery Letter

Mystery Letter

Read this text again, highlighting areas where you now have clarity.

- Think about what you've learned about Crockett, Van Buren, and Jackson.

Text-dependent Questions

- What is the "Ship" Crockett is referring to?

- Describe the concerns Crockett holds regarding the power of the Executive Branch. Use specific details from the text to support your claim.

Davy Crockett Takes a Stand

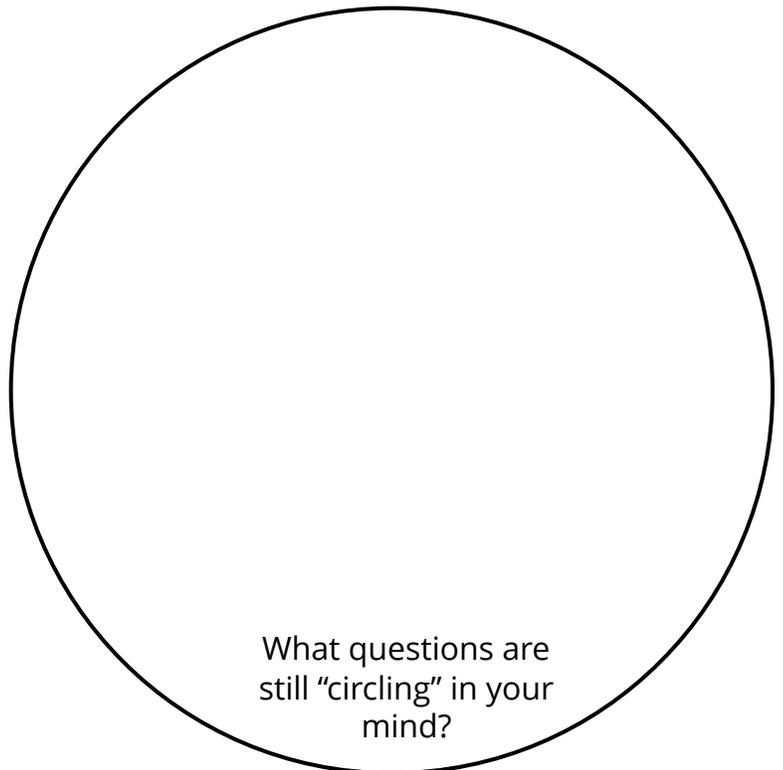
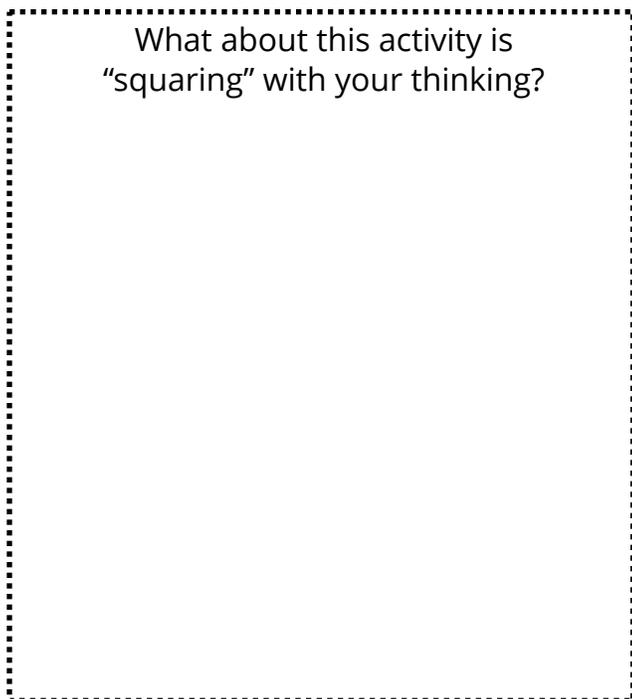
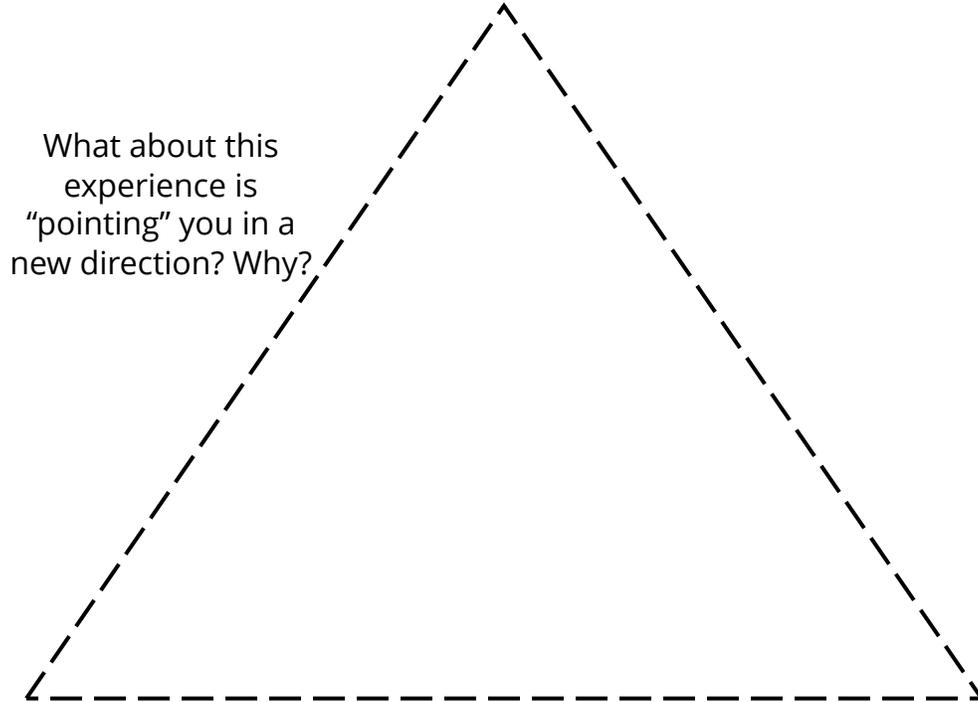
Davy Crockett quotation:

Notes:

Debrief

- What just happened? Did your “reading level” change?
- Why were you able to make such a strong inference from the quotes? Why is this significant?
- What did you notice about the rate of your reading of the Mystery Letter the second time? Why did this happen?
- What “teacher moves” enabled you to make such rapid progress in your comprehension of the most challenging text?
- What did you notice about the texts themselves? About the questions?
- What other notices and wonders do you have at this point?

Role of Text Graphic Organizer



Module 5 Review

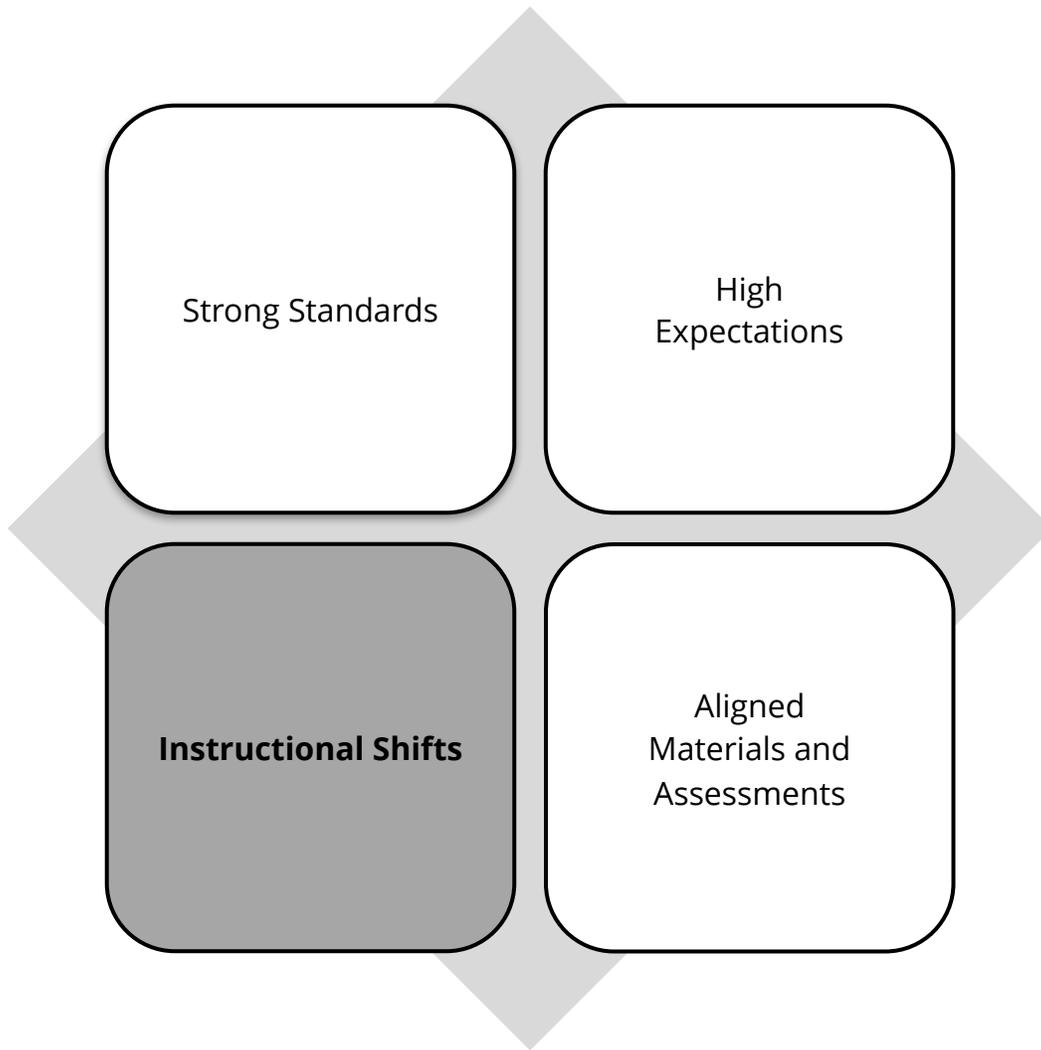
- Sets of texts, arranged in a careful sequence and supported by strategic text-dependent questions, can rapidly build the knowledge students need to more independently experience success with a more complex text.
- Building knowledge impacts comprehension and fluency.



Instructional Shifts

The instructional shifts are an essential component of the standards and provide guidance for how the standards should be taught and implemented.

Part 3: Instructional Shifts
Module 6: Text Complexity



Goals

- Identify the areas of text complexity and describe what makes text complex.
- Evaluate the qualitative factors of a text using a text complexity rubric.
- Synthesize the benefits and importance of providing complex text.



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Aligned Materials and Assessments

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From “Why Complex Text Matters” by David Leiben, 2010

- There is a **gap** between complexity of college and high school texts.
- ACT (2006) shows student facility with text complexity is a **strong predictor of college success** .
- Too many students are not reading proficiently.
- <50 percent of graduates can read sufficiently complex texts.
- 37 percent of the nation’s twelfth graders met the NAEP proficiency level (2013).

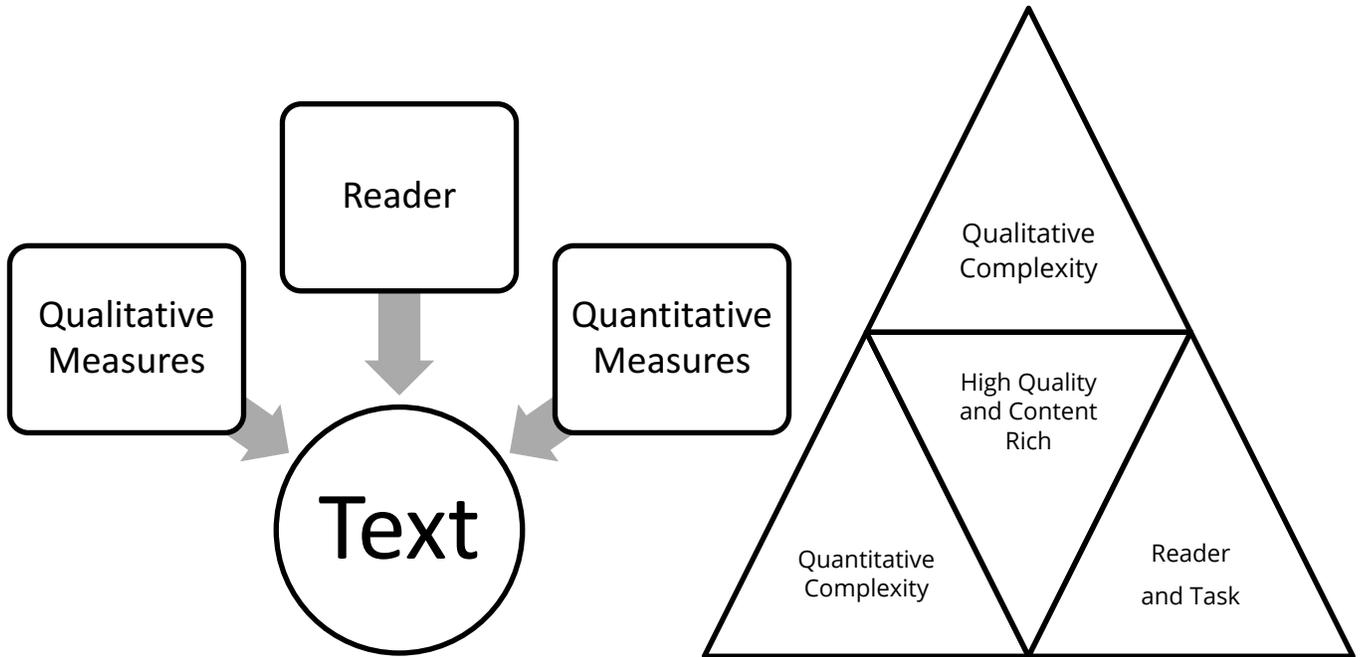
“Students arriving at school from less-educated families are disproportionately represented in many of these statistics. The stakes are high regarding complex text for everyone, but they are even higher for students who are largely disenfranchised from text prior to arriving at the schoolhouse door.”

—David Leiben, 2010

English Language Arts Instructional Shifts:

1. Text Complexity:
2. Knowledge:
3. Evidence:

Analyzing Text Complexity



Notes:

Analyzing Text Complexity Quantitative Measure

Lexile Measures by Grade Band

| | |
|------------|-------------|
| Grade 1 | 190L–530L |
| 2–3 band | 420L–820L |
| 4–5 band | 740L–1010L |
| 6–8 band | 925L–1185L |
| 9–10 band | 1050L–1335L |
| 11–12 band | 1185L–1385L |

Notes:

**Analyzing Text Complexity
Quantitative Measure**

| Book | Lexile Level |
|--|---------------------|
| <i>Market Street</i> by Matt de la Pena | |
| <i>Pete the Cat, I Love My White Shoes</i> by Eric Litwin | |
| <i>Lin! Lin! Lin! A Violin</i> by Lloyd Moss | |
| <i>Water Cycle at Word</i> by Rebecca Olien | |

Notes:

Analyzing Text Complexity Qualitative Measures

| | |
|--|--|
| Levels of Meaning and Purpose | |
| Structures | |
| Knowledge Demands | |
| Language Convention and Clarity | |

Text Complexity: Qualitative Measures Rubric

INFORMATIONAL TEXTS

| Text Title _____ | Text Author _____ | | |
|--------------------------|--|--|--|
| | Exceedingly Complex | Very Complex | Moderately Complex |
| TEXT STRUCTURE | <ul style="list-style-type: none"> <input type="radio"/> Organization: Connections between an extensive range of ideas, processes or events are deep, intricate and often ambiguous; organization is intricate or discipline-specific <input type="radio"/> Text Features: If used, are essential in understanding content <input type="radio"/> Use of Graphics: If used, intricate, extensive graphics, tables, charts, etc., are extensive and integral to making meaning of the text; may provide information not otherwise conveyed in the text | <ul style="list-style-type: none"> <input type="radio"/> Organization: Connections between an expanded range of ideas, processes or events are often implicit or subtle; organization may contain multiple pathways or exhibit some discipline-specific traits <input type="radio"/> Text Features: If used, directly enhance the reader's understanding of content <input type="radio"/> Use of Graphics: If used, graphics, tables, charts, etc. support or are integral to understanding the text | <ul style="list-style-type: none"> <input type="radio"/> Organization: Connections between some ideas or events are implicit or subtle; organization is evident and generally sequential or chronological <input type="radio"/> Text Features: If used, enhance the reader's understanding of content <input type="radio"/> Use of Graphics: If used, graphic, pictures, tables, and charts, etc. are mostly supplementary to understanding the text |
| LANGUAGE FEATURES | <ul style="list-style-type: none"> <input type="radio"/> Conventionalality: Dense and complex; contains considerable abstract, ironic, and/or figurative language <input type="radio"/> Vocabulary: Complex, generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading <input type="radio"/> Sentence Structure: Mainly complex sentences with several subordinate clauses or phrases and transition words; sentences often contains multiple concepts | <ul style="list-style-type: none"> <input type="radio"/> Conventionalality: Fairly complex; contains some abstract, ironic, and/or figurative language <input type="radio"/> Vocabulary: Fairly complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic <input type="radio"/> Sentence Structure: Many complex sentences with several subordinate phrases or clauses and transition words | <ul style="list-style-type: none"> <input type="radio"/> Conventionalality: Largely explicit and easy to understand with some occasions for more complex meaning <input type="radio"/> Vocabulary: Mostly contemporary, familiar, conversational; rarely overly academic <input type="radio"/> Sentence Structure: Primarily simple and compound sentences, with some complex constructions |
| PURPOSE | <ul style="list-style-type: none"> <input type="radio"/> Purpose: Subtle and intricate, difficult to determine; includes many theoretical or abstract elements | <ul style="list-style-type: none"> <input type="radio"/> Purpose: Implicit or subtle but fairly easy to infer; more theoretical or abstract than concrete | <ul style="list-style-type: none"> <input type="radio"/> Purpose: Explicitly stated, clear, concrete, narrowly focused |
| KNOWLEDGE DEMANDS | <ul style="list-style-type: none"> <input type="radio"/> Subject Matter Knowledge: Relies on extensive levels of discipline-specific or theoretical knowledge; includes a range of challenging abstract concepts <input type="radio"/> Intertextuality: Many references or allusions to other texts or outside ideas, theories, etc. | <ul style="list-style-type: none"> <input type="radio"/> Subject Matter Knowledge: Relies on moderate levels of discipline-specific or theoretical knowledge; includes a mix of recognizable ideas and challenging abstract concepts <input type="radio"/> Intertextuality: Some references or allusions to other texts or outside ideas, theories, etc. | <ul style="list-style-type: none"> <input type="radio"/> Subject Matter Knowledge: Relies on everyday, practical knowledge; includes simple, concrete ideas <input type="radio"/> Intertextuality: Few references or allusions to other texts or outside ideas, theories, etc. |
| | Slightly Complex | | |

Text Complexity: Qualitative Measures Rubric¹

LITERATURE

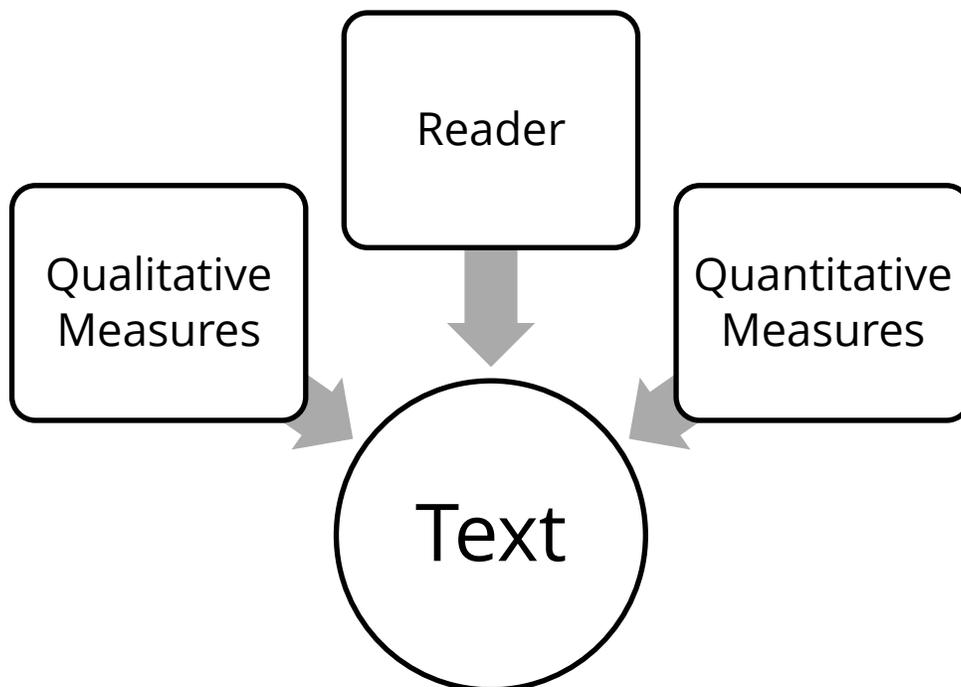
Text Title _____

Text Author _____

| | Exceedingly Complex | Very Complex | Moderately Complex | Slightly Complex |
|--------------------------|---|--|---|---|
| TEXT STRUCTURE | <ul style="list-style-type: none"> <input type="radio"/> Organization: Is intricate with regard to such elements as point of view, time shifts, multiple characters, storylines and detail <input type="radio"/> Use of Graphics: If used, illustrations or graphics are essential for understanding the meaning of the text | <ul style="list-style-type: none"> <input type="radio"/> Organization: May include subplots, time shifts and more complex characters <input type="radio"/> Use of Graphics: If used, illustrations or graphics support or extend the meaning of the text | <ul style="list-style-type: none"> <input type="radio"/> Organization: May have two or more storylines and occasionally be difficult to predict <input type="radio"/> Use of Graphics: If used, a range of illustrations or graphics support selected parts of the text | <ul style="list-style-type: none"> <input type="radio"/> Organization: Is clear, chronological or easy to predict <input type="radio"/> Use of Graphics: If used, either illustrations directly support and assist in interpreting the text or are not necessary to understanding the meaning of the text |
| LANGUAGE FEATURES | <ul style="list-style-type: none"> <input type="radio"/> Conventionality: Dense and complex; contains abstract, ironic, and/or figurative language <input type="radio"/> Vocabulary: Complex, generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading <input type="radio"/> Sentence Structure: Mainly complex sentences with several subordinate clauses or phrases; sentences often contain multiple concepts | <ul style="list-style-type: none"> <input type="radio"/> Conventionality: Fairly complex; contains some abstract, ironic, and/or figurative language <input type="radio"/> Vocabulary: Fairly complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic <input type="radio"/> Sentence Structure: Many complex sentences with several subordinate phrases or clauses and transition words | <ul style="list-style-type: none"> <input type="radio"/> Conventionality: Largely explicit and easy to understand with some occasions for more complex meaning <input type="radio"/> Vocabulary: Mostly contemporary, familiar, conversational; rarely unfamiliar or overly academic <input type="radio"/> Sentence Structure: Primarily simple and compound sentences, with some complex constructions | <ul style="list-style-type: none"> <input type="radio"/> Conventionality: Explicit, literal, straightforward, easy to understand <input type="radio"/> Vocabulary: Contemporary, familiar, conversational language <input type="radio"/> Sentence Structure: Mainly simple sentences |
| MEANING | <ul style="list-style-type: none"> <input type="radio"/> Meaning: Multiple competing levels of meaning that are difficult to identify, separate, and interpret; theme is implicit or subtle, often ambiguous and revealed over the entirety of the text | <ul style="list-style-type: none"> <input type="radio"/> Meaning: Multiple levels of meaning that may be difficult to identify or separate; theme is implicit or subtle and may be revealed over the entirety of the text | <ul style="list-style-type: none"> <input type="radio"/> Meaning: Multiple levels of meaning clearly distinguished from each other; theme is clear but may be conveyed with some subtlety | <ul style="list-style-type: none"> <input type="radio"/> Meaning: One level of meaning; theme is obvious and revealed early in the text. |
| KNOWLEDGE DEMANDS | <ul style="list-style-type: none"> <input type="radio"/> Life Experiences: Explores complex, sophisticated or abstract themes; experiences portrayed are distinctly different from the common reader <input type="radio"/> Intertextuality and Cultural Knowledge: Many references or allusions to other texts or cultural elements | <ul style="list-style-type: none"> <input type="radio"/> Life Experiences: Explores themes of varying levels of complexity or abstraction; experiences portrayed are uncommon to most readers <input type="radio"/> Intertextuality and Cultural Knowledge: Some references or allusions to other texts or cultural elements | <ul style="list-style-type: none"> <input type="radio"/> Life Experiences: Explores several themes; experiences portrayed are common to many readers <input type="radio"/> Intertextuality and Cultural Knowledge: Few references or allusions to other texts or cultural elements | <ul style="list-style-type: none"> <input type="radio"/> Life Experiences: Explores a single theme; experiences portrayed are everyday and common to most readers <input type="radio"/> Intertextuality and Cultural Knowledge: No references or allusions to other texts or cultural elements |

Analyzing Text Complexity

1. Familiarize yourself with the rubric.
2. Read the text carefully.
3. Notice and record the qualitative complexity features.
4. Place text within the appropriate grade band.
5. Identify standards that could be the focus of your instruction.
6. Chart your discoveries in your manual and discuss with a partner.



“Feathers”

Marian Wright Edelman

A Hasidic tale from Eastern Europe

A sharp-tongued woman was accused of starting a rumor: When she was brought before the village rabbi, she said, “I was only joking. My words were spread by others, and so I’m not to blame.”

But the victim demanded justice, saying, “Your words soiled my good name!”

“I’ll take back what I said,” replied the sharp-tongued woman, “and that will take away my guilt.”

When the rabbi heard this, he knew that this woman truly did not understand her crime.

And so he said to the woman, “Your words will not be excused until you have done the following. Bring my feather pillow to the market square, cut it and let the feathers fly through the air. Then collect every one of the feathers from the pillow and bring them all back to me. When you have done this, you will be absolved of your crime.”

The woman agreed, but thought to herself, The old rabbi has finally gone mad!

She did as he asked, and cut the pillow. Feathers blew far and wide over the square and beyond. The wind carried them here and there, up into trees and under merchants’ carts. She tried to catch them, but after much effort it was clear to her that she would never find them all.

She returned to the rabbi with only a few feathers in her hand. Facing the rabbi, she said, “I could not take back the feathers any more than I could take back my words. From now on I will be careful not to say anything that would harm another, for there is no way to control the flight of words, any more than I could control the flight of these feathers.”

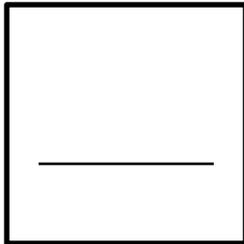
From that day, the woman spoke kindly of all she met.

Text Complexity Analysis

What Makes This Text Complex?

Quantitative Measure

Go to <http://www.lexile.com/> and enter the title of your read aloud text in the Quick Book Search in the upper right corner of home page. Most texts will have a Lexile, measure in this database.



| | |
|------------|-------------|
| Grade 1 | 190L-530L |
| 2-3 band | 420L-820L |
| 4-5 band | 740L-1010L |
| 6-8 band | 925L-1185L |
| 9-10 band | 1050L-1335L |
| 11-12 band | 1185L-1385L |

Qualitative Features

Consider the four dimensions of text complexity below. For each dimension, note some examples from the text that make it more or less complex.

| Dimension | Example from Text |
|-------------------|-------------------|
| Meaning/Purpose | |
| Structure | |
| Language | |
| Knowledge Demands | |

Reader and Task Considerations

What will challenge my students most in this text? What supports can I provide?
How will this text help my students build knowledge about the world?

Recommended Overall Placement

Based on your analysis, in what grade level would you place the text?

| | | | | |
|-------------------------|----------------------------|---------------------------|--------------|-----------------------------------|
| Early- Mid 3 | End 3 - Early 4 | End 4- Early 5 | End 5 | Not suited to band |
|-------------------------|----------------------------|---------------------------|--------------|-----------------------------------|

Recommended Focus Standards

What standard(s) would you recommend be taught with this text? Why?

| Strand | Standard | Rationale |
|--------|----------|-----------|
| | | |
| | | |
| | | |
| | | |

Connections to Standard

Cornerstone Standard: **R.KID.2**

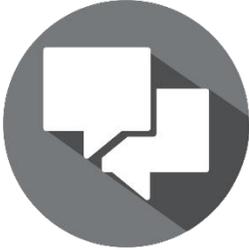
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Central Idea/Theme:

Key Details:

Summary:

Analyzing Text Complexity



After Analyzing:

What are some things you want to keep in mind as you engage in the same process other texts?

Notes:

Module 6 Review

- Using complex text matters because it is shown to be a strong predictor of success in college.
- Text complexity involves both quantitative and qualitative features of a text, and both measures must be considered when choosing a text.
- Evaluating a text for its qualitative features gives teachers an opportunity to analyze its inner workings and to use the text to meet the demands of the standards.
- Complex text is an instructional shift.
- Complex text is the cornerstone standard R.RRTC.10.



Instructional Shifts

The instructional shifts are an essential component of the standards and provide guidance for how the standards should be taught and implemented.

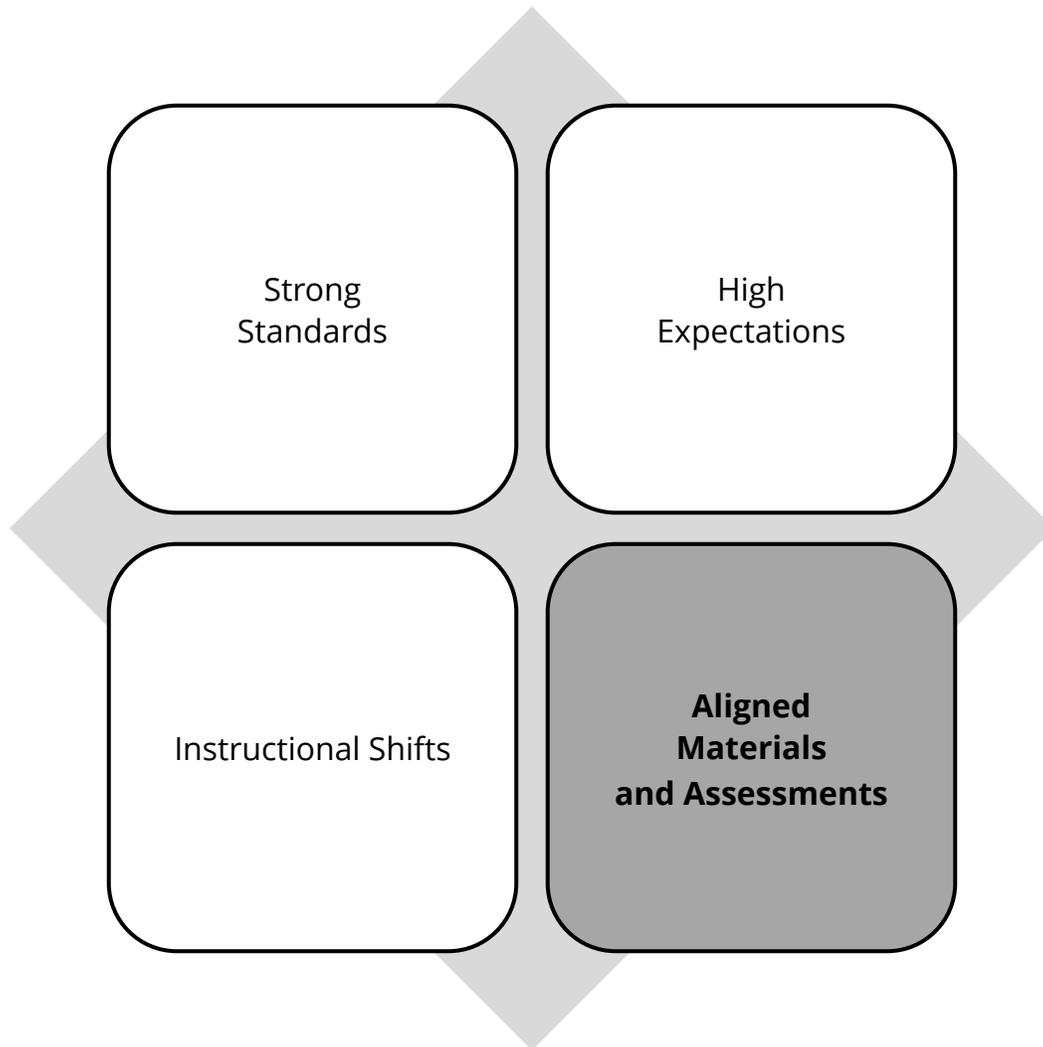
Appointment with Peers

Please meet with your second partner to discuss the following:

- What are the classroom implications of modules 5 and 6?
- What do you understand now about the instructional shifts that you didn't before?
- How will you plan differently next school year?
- How does this align to your observation rubric?

Notes:

Part 4: Assessment and Materials
Module 7: Assessing Student Understanding



Goals

- Discuss the role assessment plays in the integrated system of learning.
- Discuss the cycle of assessment.
- Discuss the areas of focus for standards-aligned assessments.
- Review and create ELA assessment items.



Strong Standards

Standards are the bricks that should be masterfully laid through quality instruction to ensure that all students reach the expectation of the standards.



High Expectations

We have a continued goal to prepare students to be college and career ready.



Instructional Shifts

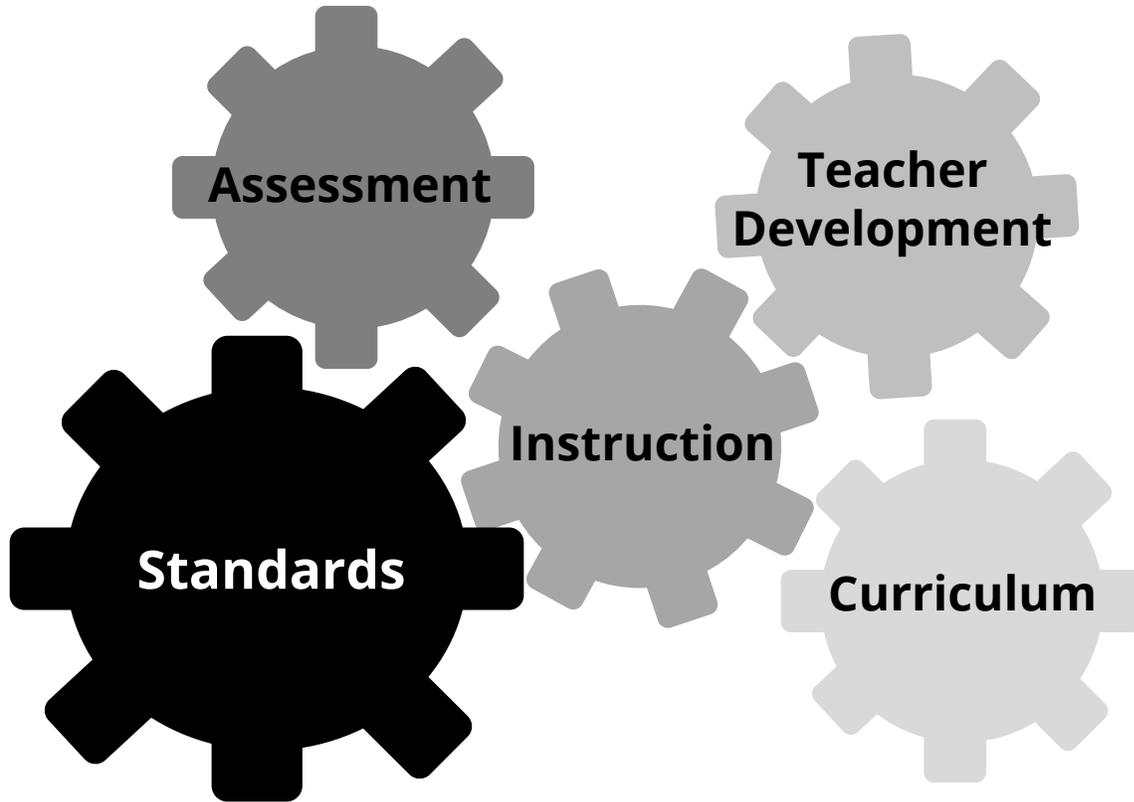
The instructional shifts are an essential component of the standards and provide guidance for how the standards should be taught and implemented.



Aligned Materials and Assessments

Educators play a key role in ensuring that our standards, classroom instructional materials, and assessments are aligned.

Connecting Standards and Assessment



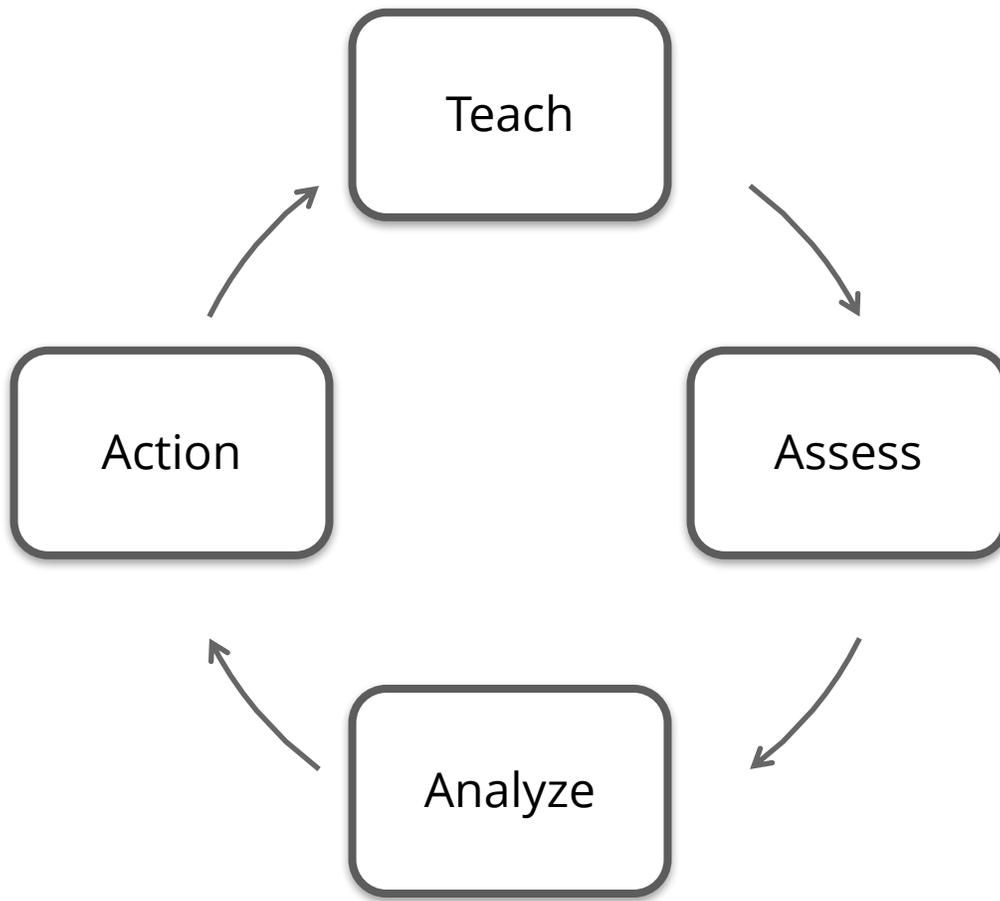
Assessment is _____.



Considering this definition of assessment, what are educators “making a judgement about” when assessing students?

Notes:

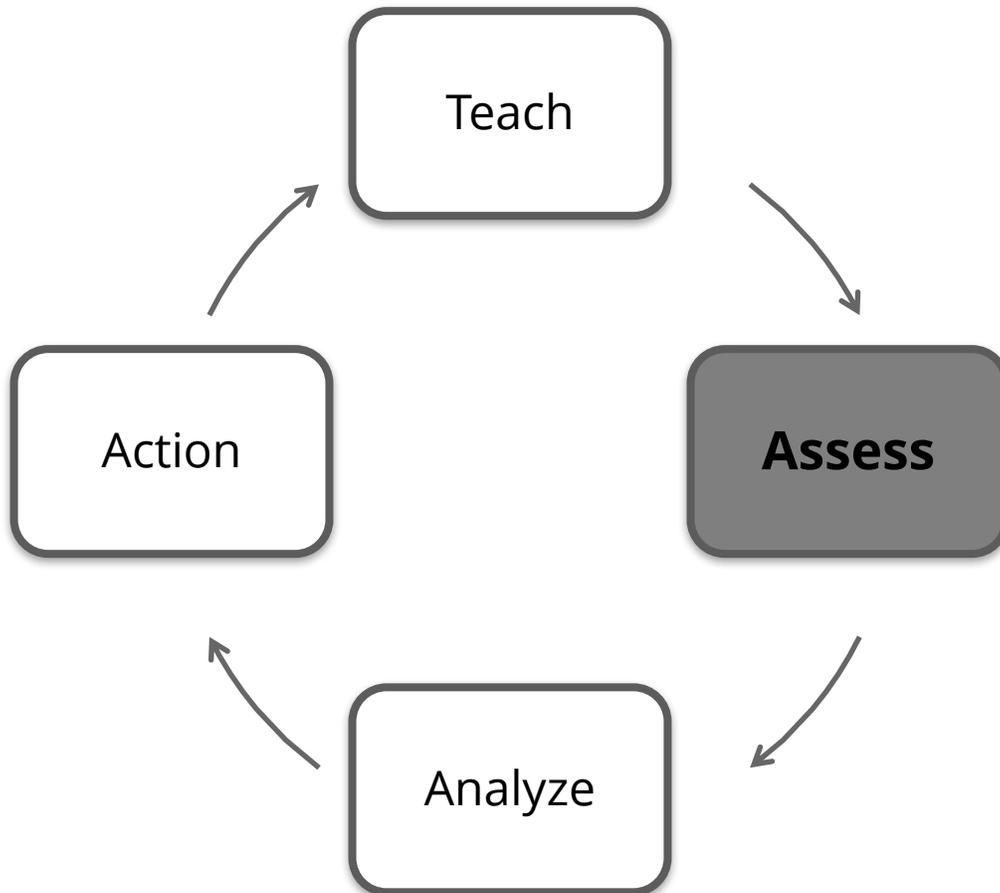
The Cycle of Assessment



“The good news is that research has shown for years that consistently applying principles of assessment for learning has yielded remarkable, if not unprecedented, gains in student achievement, especially for low achievers.”

—Black & Wiliam, 1998

The Cycle of Assessment



Standards Aligned Assessment

Areas of Focus

1. Intent of the Assessment
 - Summative
 - Formative
2. Content and structure of Assessments
3. Analysis of Assessments

Intent of Assessments

Areas of Focus

1. Intent of the Assessment

- **Summative**
- **Formative**

2. Content and Structure of Assessments

3. Analysis of Assessments

How are the results used?

| Formative | Summative |
|-----------|-----------|
| | |

“Benchmark assessments, either purchased by the district or from commercial vendors or developed locally, are generally meant to measure progress toward state or district content standards and to predict performance on large-scale summative tests. A common misconception is that this level of assessment is automatically formative.”

—Stephen and Jan Chappuis, 2012

Intent of Assessments

Areas of Focus

1. Intent of the Assessment
 - Summative
 - Formative
- 2. Content and Structure of Assessments**
3. Analysis of Assessments

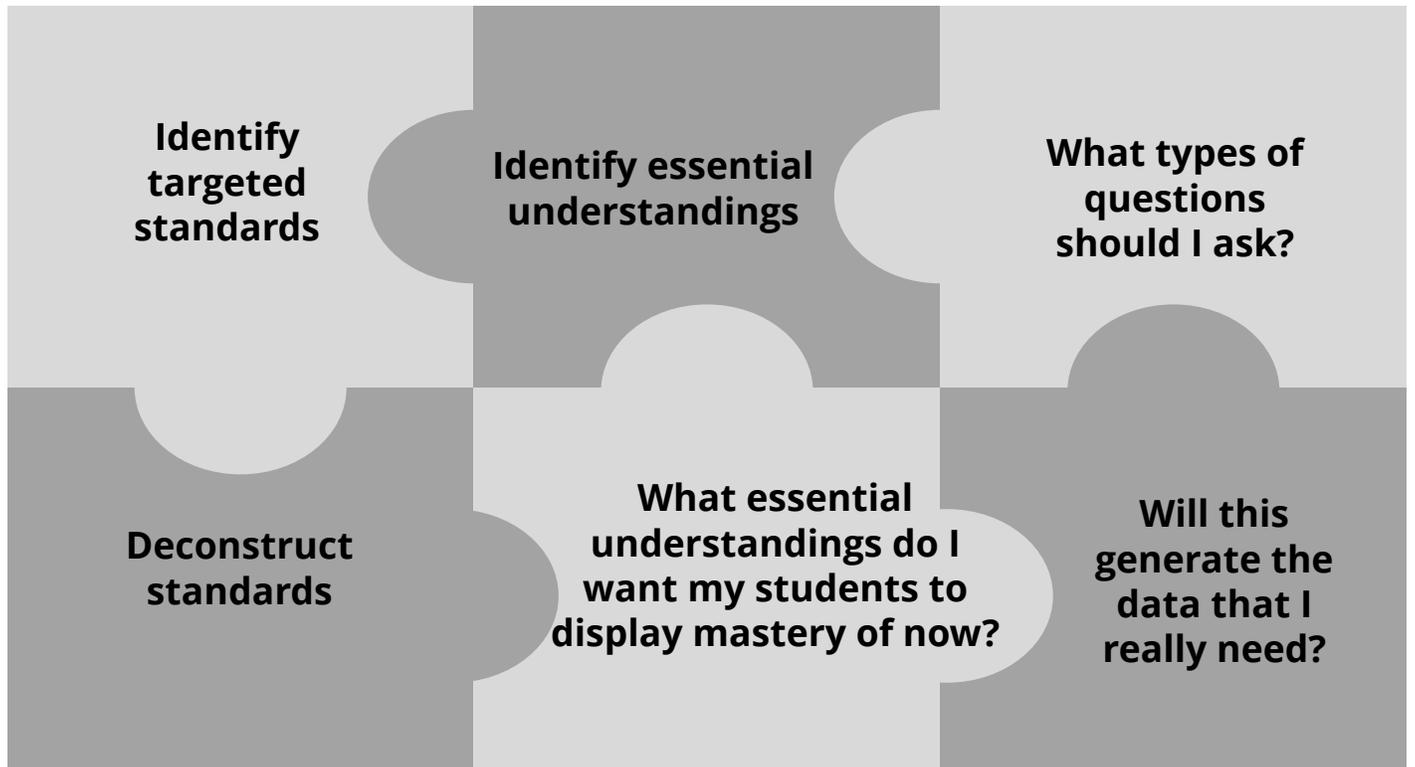
Things to think about...

Universal Design Principles:

- No barriers
- Accessible for all students
- Upholds the expectations of our state standards

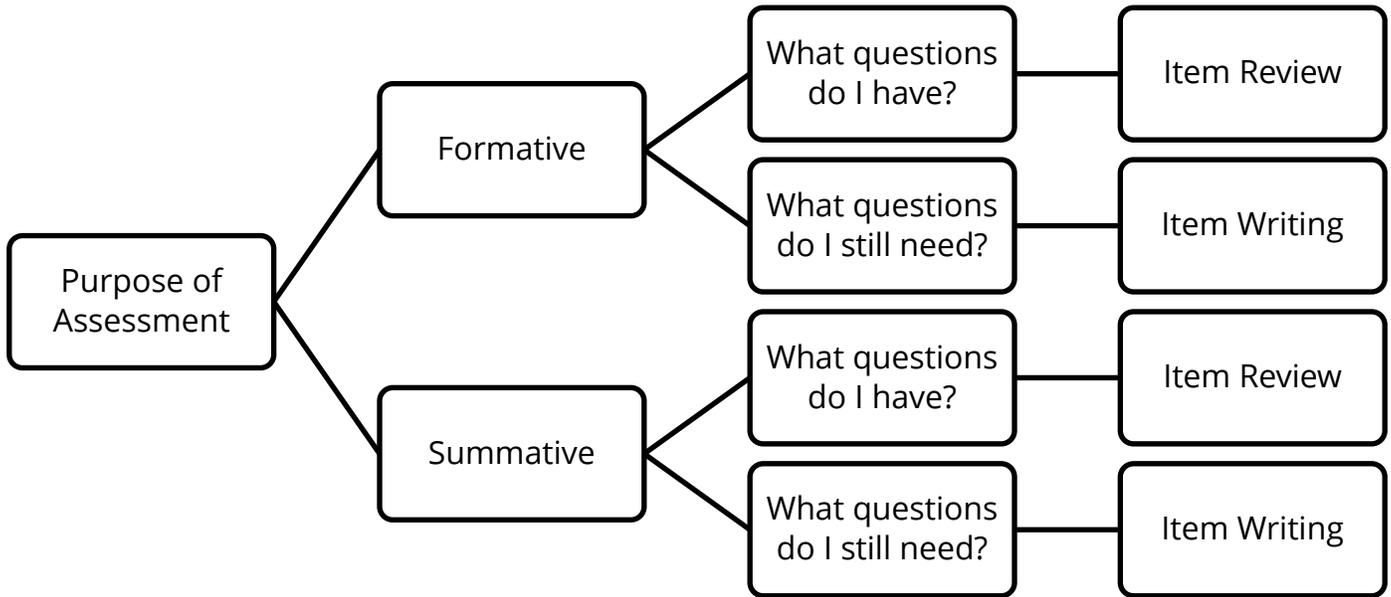
Notes:

Developing a Classroom Assessment



Notes:

Inventory for a Classroom Assessment



Notes:

Assessment Item Activity

3.RI.KID.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

Which item provides a better lens into student understanding?

| | |
|--|---|
| <p>Item 1: Which sentence best supports the main idea that the students at Lakeview Elementary learned many valuable lessons while planting a school garden?</p> <p>A. “While planting the garden, the students had to learn how best to make the plants grow and how to work together to make the garden a success.”</p> <p>B. “The vegetables grown in the garden were a delicious addition to the cafeteria menu.”</p> <p>C. “I was impressed with their hard work and determination to make the garden a success’ said Principal Tidwell.”</p> <p>D. “Many of the students volunteered to stay after school to work in the garden.”</p> | <p>Item 2: What is a central idea of the passage?</p> <p>A. The students volunteered their time to make the garden a success.</p> <p>B. The students ate the vegetables they grew in the garden.</p> <p>C. The students learned many valuable lessons while planting a school garden.</p> <p>D. The students’ hard work made their principal and teachers proud.</p> |
|--|---|

Notes:

Item Review Assessment Terminology

Item Type

| | |
|--------------------------|--|
| Selected response | |
| Open response | |
| Verbal | |
| Extended writing | |

Item Components

| | |
|-------------------|--|
| Stimulus | |
| Stem | |
| Key | |
| Distractor | |
| Rationale | |

Examining Items: Formative vs. Summative

- What is the question actually asking?
- Is the question aligned to the depth of the standard?
- Are the answers precise?
- Is the wording grade appropriate?
- Is the question aligned to the standard?
- Do the distractors give insight into student thinking?
- Is the entire standard assessed?
- Is the question precise?
- Is there a better way to assess the standard?

Excerpt from “The Memory Tree”

Shari Maser

- 1 A maple tree arched across Katie’s backyard.
2 When the summer sun was hot, Katie and her daddy
sat in its shade, drinking lemonade.
3 On crisp autumn days, Katie and her momma watched
the leaves redden and fall. Together, they jumped into
raked-up leaf piles.
4 On cold winter days, the maple sparkled in the snow,
giving Katie’s family sweet sap to tap. They made syrup for
Katie to pour on her pancakes.
5 In the springtime, new leaves unfurled, fresh and
green. The tree welcomed goldfinches and sparrows, and the
backyard burst into song.
6 Then one storm-tossed night, when Katie was
asleep . . . lightning struck.
7 In the morning, splintered branches and blackened
bark littered the lawn. Only a jagged stump still stood.
8 Katie’s eyes filled with tears. “I’m going to miss our
maple tree.”
9 “We can chop maple logs to keep our woodstove
burning for a long time,” Daddy said. “We’ll be thankful.”
10 But Katie still missed her favorite tree.
11 Spring came. Daddy and Katie patted the soil around a
freshly planted sapling. The sapling grew strong and
healthy, but it was too small to shelter the birds.
12 Katie hugged the little tree. “Thanks for trying. You’ll
grow into a great big maple someday.”
13 She told Momma, “I’m glad we planted the sapling. But
I still miss our old tree.”
14 Then Katie had an idea. She dashed to her room, pulled
out paper, watercolors, and brushes and began to paint. She
painted their old maple in the summertime, shading the
family with its leafy canopy. In autumn, dropping red and
yellow leaves. In the snow, with the sap bucket full. In the
springtime, dotted with birds.
15 “Look!” said Katie.
16 “Let’s tape this picture to the window,” said Momma.
“Right where we used to see our big old maple tree.”
17 That night, as Momma, Daddy, and Katie watched the
sun set, they saw their new sapling outside in the snow,
waving its branches as if to say hello.

Assessment Item Activity

You will read a passage and look at four assessment items connected to that passage. For each provided item, think about the things we just discussed. Decide if you would keep the item, revise the item in some way, or choose to exclude it when building a classroom assessment.

Look first at the items independently. Then you may work with a partner to complete the activity.

Item 1: Keep, revise, or exclude?

2.RL.KID.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

1. What happens after lightning strikes the maple tree?

- A. The family built a house for the birds.
- B. The family jumps in leaf piles.
- C. Katie and Daddy plant a sapling.
- D. Katie and Daddy sit in the shade.

Item 2: Keep, revise, or exclude?

2.RL.CS.5 Describe the overall structure of a story, including how the beginning introduces the story and the ending concludes the action.

2. Why does Katie feel better at the end of the story?

- A. Her picture reminds the family of the old maple.
- B. The sapling grows leaves that change color.
- C. Her picture helps to heal the old maple.
- D. The sapling gives hope to the family.

Assessment Item Activity

Items 3 and 4: Keep, revise, or exclude?

2.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

- i. Use sentence-level context as a clue to the meaning of a word or phrase.
- ii. Determine the meaning of the new word formed when a known prefix is added to a known word.
- iii. Use a known root word as a clue to the meaning of an unknown word with the same root.
- iv. Use knowledge of the meaning of individual words to predict the meaning of compound words.
- v. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

3. Why does Katie feel better at the end of the story?

- A. Her picture reminds the family of the old maple.
- B. The sapling grows leaves that change color.
- C. Her picture helps to heal the old maple.
- D. The sapling gives hope to the family.

4. Read this sentence from the story.

“In the springtime, new leaves unfurled, fresh and green.”

Based on the sentence, what happened to the leaves in the spring?

- A. They fell to the ground.
- B. They provide shelter.
- C. They spread out.
- D. They blow in the wind.



Share one or two “ah-ha” moments from this activity with your neighbor.

Creating Formative Items

2.RL.CS.4: Describe how words and phrases supply meaning to a story, poem, or song.

Verbal Response:

Which words help you understand the changes to the tree in the springtime?

How do those words help you understand the changes?

Open Response:

What words from the passage help you understand the meaning of the word “welcomed” as its used in paragraph five?

Selected Response:

How does the phrase “burst into song” help you understand the setting during the springtime?

- A. the trees are talking
- B. the yard is too noisy
- C. the leaves are falling
- D. the backyard is changing

Recap: Big Ideas

- Formative assessments *may* need items that scaffold in order for the teacher to diagnose what a student does/does not understand.
- Effectively writing “I can” or “essential questions” helps target assessment items specifically to standards.
- It is very difficult to formatively assess student understanding through a single item.
- It’s important to ask yourself the nine essential questions during item review or item writing.

Item Writing: Your Turn

You will be provided a set of standards and two options for item writing.

In both options, you will be writing standards-based items for the passage you analyzed, *The Memory Tree*.

Once you have finished writing items, you will post them for a gallery walk. Please post the coding for the standard(s) to which your items are written. You do not have to post the rationales.

You may work with a partner.

| Option 1 | Option 2 |
|--|--|
| <ol style="list-style-type: none"> 1. Choose three reading standards. 2. Write an item to assess each standard that you would use on a formative assessment. 3. Try to write at least one multiple choice or multiple select item. Focus on writing distractors that provide instructional information. | <ol style="list-style-type: none"> 1. Choose one standard. 2. Write three formative assessment items to the single standard that you select. Make sure that each item requires students to demonstrate a different level of understanding of the standard. 3. Try to write at least one multiple choice or multiple select item. Focus on writing distractors that provide instructional information. |

Item Writing: Your Turn

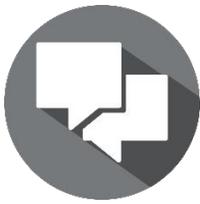
Use this space to write out your standard(s) and assessment item(s).

Gallery Walk

As you review your colleagues' items, look for similarities and differences in the items created.

Reflection

Reflect on your experience evaluating and creating assessment items and discuss the following:



- What was challenging about this experience?
- What did you learn from this experience?
- What supports do you need to better understand the relationship between standards and assessments in this way?

Notes:

Analyzing Assessments

Areas of Focus

1. Intent of the Assessment
 - Summative
 - Formative
2. Content and Structure of Assessments
- 3. Analysis of Assessments**

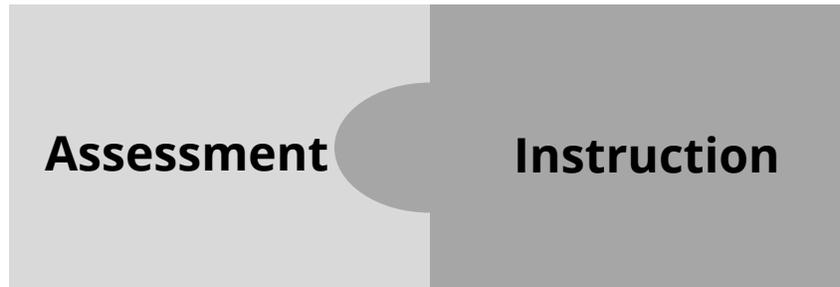
Analysis of Assessment

- Is the data _____ ?
- How is it analyzed?
- On which questions _____ ? Why?
- On which questions _____ ? Why?
- Were there issues with...

_____ ?



Taking Action



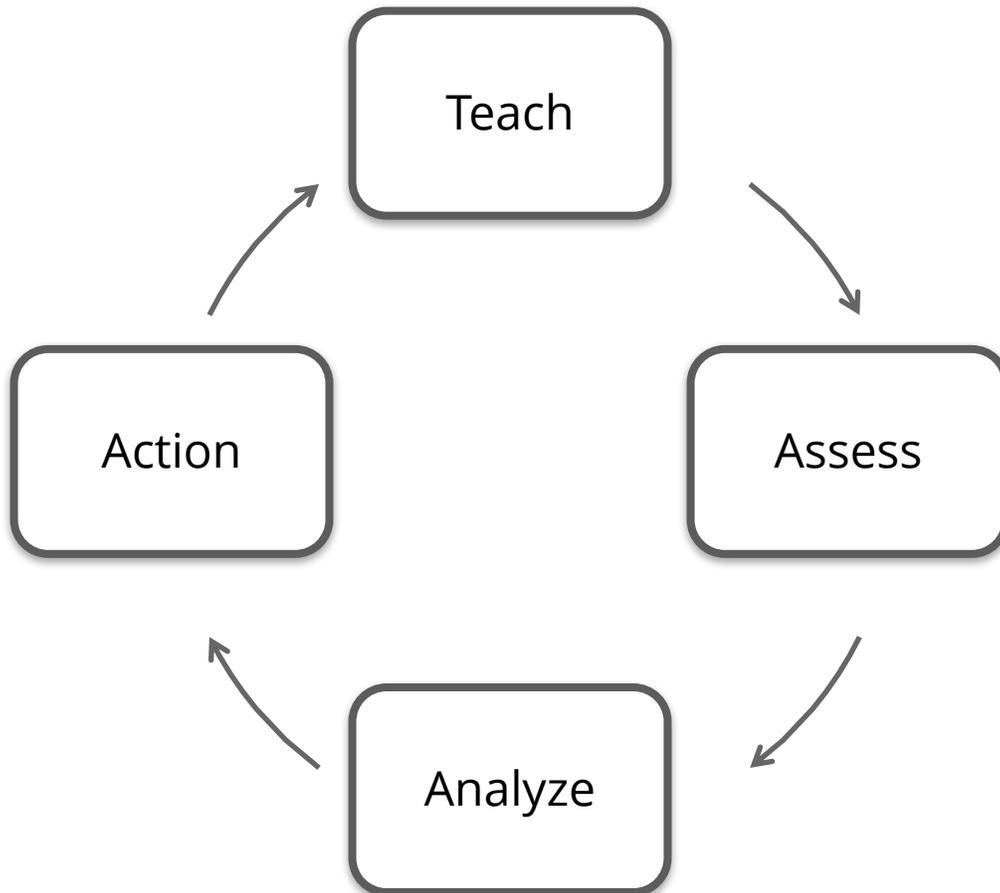
- How is instruction changing/adapting as a result of student data?
- Are results shared with all stakeholders (including students)?
- Are assessments adapted to address weaknesses found?

“The assessments will produce no formative benefit if teachers administer them, report the results, and then continue with instruction as previously planned.”

—Stephen and Jan Chappuis, 2012

Notes:

Summary
The Cycle of Assessment



Aligned Materials and Assessments

Educators play a key role in ensuring that our standards, classroom instructional materials, and assessments are aligned.

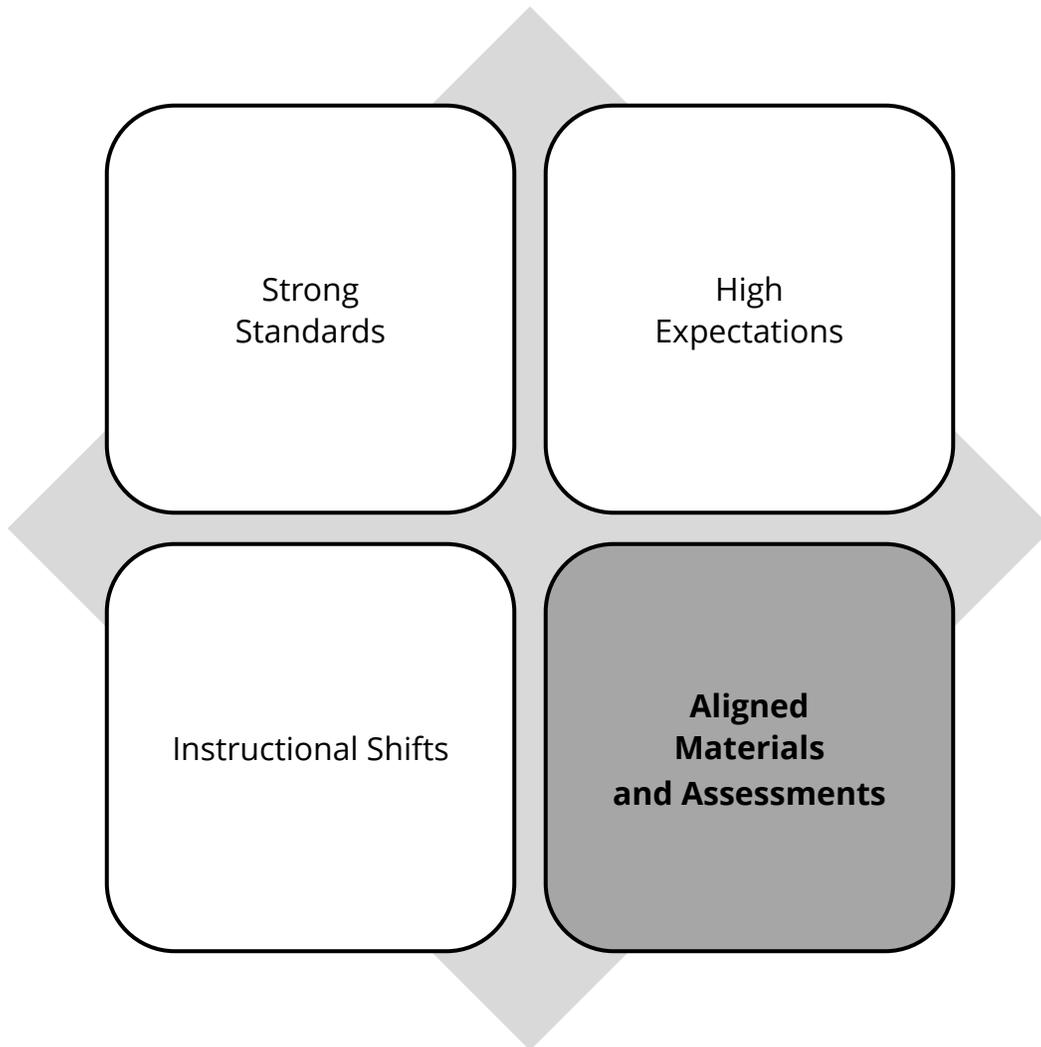
Appointment with Peers

Please meet with your third partner to discuss the following:

- What are your takeaways from module 7?
- How does this align to your observation rubric?

Notes:

Part 4: Assessment and Materials
Module 8: Evaluating Instructional Materials



Goals

- Define what is meant by quality instructional materials.
- Know which key criteria to use for reviewing materials, lessons, and/or units for alignment and quality.
- Evaluate instructional materials.



Strong Standards

Standards are the bricks that should be masterfully laid through quality instruction to ensure that all students reach the expectation of the standards.



High Expectations

We have a continued goal to prepare students to be college and career ready.



Instructional Shifts

The instructional shifts are an essential component of the standards and provide guidance for how the standards should be taught and implemented.



Aligned Materials and Assessments

Educators play a key role in ensuring that our standards, classroom instructional materials, and assessments are aligned.

Key Question

How do we know that our instructional materials address the depth of the content and the instructional shifts of text complexity, evidence, and knowledge of the TN State Standards?

“There is strong evidence that the choice of instructional materials has large effects on student learning—effects that rival in size those that are associated with differences in teacher effectiveness.”

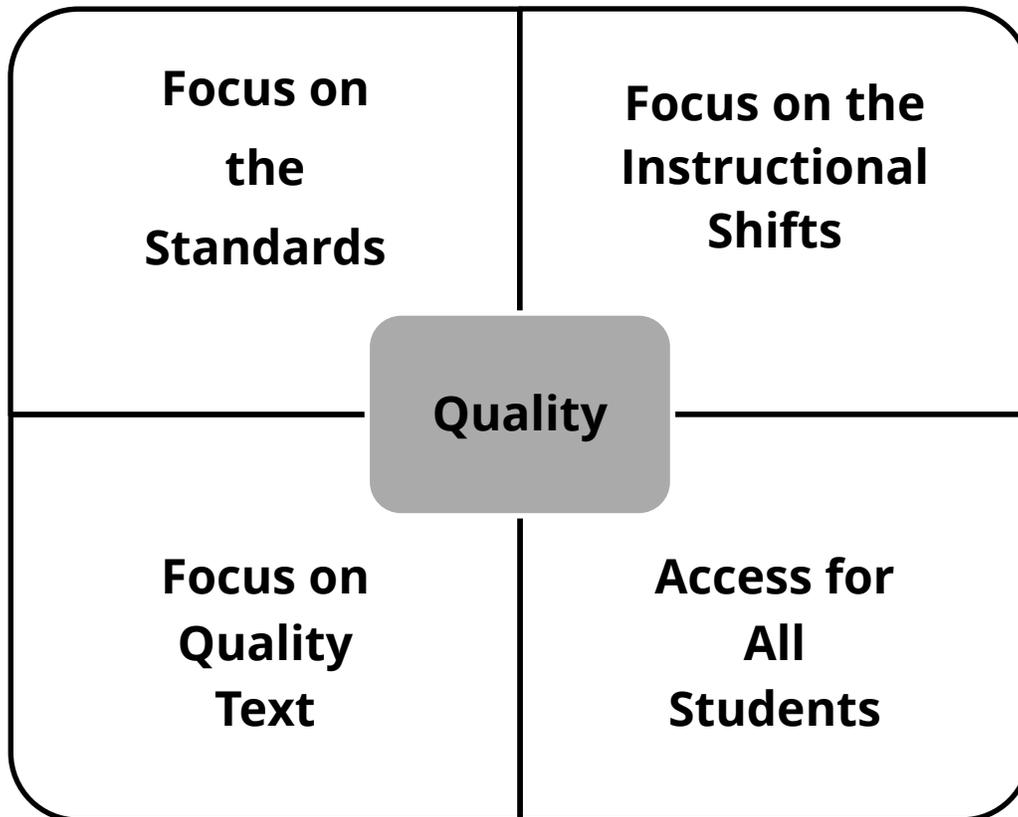
—Matthew Chingos and Grover Whitehurst, 2012



When choosing instructional materials, what should a teacher consider?

Notes:

Key Criteria for Instructional Materials



Notes:

ELA Materials Review Instrument

| SECTION I: NON-NEGOTIABLE ALIGNMENT CRITERIA | | SECTION II: ADDITIONAL ALIGNMENT CRITERIA AND INDICATORS OF QUALITY | | |
|--|---|--|--|--|
| Part A. Course Standards | Part B. Shifts in Instruction | Part A. Key Areas of Focus | Part B. Student Engagement and Instructional Supports | Part C. Monitoring Student Progress |
| <p>Yes: Move to Part B No: Do not use or modify</p> <p>The instructional materials represent 100 percent alignment with the Tennessee English Language Arts Standards and explicitly focus teaching and learning on the course standards, at the rigor necessary for students to reach mastery.</p> | <p>Yes: Move to Section II No: Do not use or modify</p> <ol style="list-style-type: none"> 1. Text Complexity 2. Evidence 3. Knowledge | <p>Yes: Move to Section II:B No: Do not use or modify</p> <p>Learning experiences provide opportunities for thought, discourse, and practice in an interconnected and social context.</p> <p>Units and instructional sequences are coherent and organized in a logical manner that builds upon knowledge and skills learned in prior grade-levels or earlier in the grade.</p> <p>Materials support student communication within an ELA focus by providing consistent opportunities for students to utilize literacy skills for proficiency in reading, writing, vocabulary, speaking and listening.</p> | <p>Yes: Move to Section II:C No: Do not use or modify</p> <p>Provides high-quality texts from diverse and varied backgrounds.</p> <p>Ensures access to text for all learners through close reading and strategically scaffolded text-dependent questions</p> <p>Focuses on the three modes of writing (argumentative, informational, and narrative) through frequent and varied opportunities.</p> <p>Includes differentiated materials that provide support for students approaching mastery as well as extensions for students already meeting mastery or with high interest.</p> <p>Integrates appropriate supports for students who are ELL, have disabilities, or perform below grade level.</p> <p>Includes frequent opportunities for collaborative discussions.</p> <p>Includes explicit instruction of grammar and conventions.</p> | <p>Yes: Use materials No: Do not use or modify</p> <p>Assessments provide data on the content standards.</p> <p>Assesses student mastery using methods that are unbiased and accessible to all students.</p> <p>Includes aligned rubrics or scoring guidelines that provide sufficient guidance for interpreting student performance.</p> <p>Uses varied modes of curriculum embedded assessments that may include pre-, formative-, summative-, and self-assessment measures.</p> <p>Assessments are embedded throughout instructional materials as tools for students' learning and teachers' monitoring of instruction.</p> <p>Assessments provide teachers with a range of data to inform instruction.</p> |

Key Criteria for Instructional Materials

Section One:

Non-negotiable: Alignment to the depth and rigor of the standard

- Are *current* Tennessee standards for the grade level addressed?
- Are standards integrated within the instructional material?
- Are the materials built on the progression of the skills, tasks, and texts based on grade-level standards?

Section Two:

Non-negotiable: Text Complexity

Regular practice with *complex text* and its academic vocabulary

- Materials include grade-level texts as determined by _____.
- Text plays a _____ in each lesson.
- Text selection should include an equal representation of both literature and informational text. 50 percent of the text selected should include literature with introduction to the different genres while 50 percent should include informational text with introduction to the different text features and text structures in scientific and social studies text.

Non-negotiable: Evidence

Reading and writing grounded in *evidence* from both literary and informational text

The materials provide opportunities for rich and rigorous evidence-based focused on building strong literacy skills:

- Text-dependent questions: _____ of all questions and tasks require students to draw on textual evidence to support inferences and conclusions, building a deep understanding of the central ideas of the text.
- Writing to sources: The majority of writing tasks require students to respond to texts and/or include _____ in their writing.
- Evidence-based discussions: Materials provide students the opportunity to engage in collaborative discussions that are grounded in text.

Key Criteria for Instructional Materials

Section Two, Continued

Non-negotiable: Knowledge

Building *knowledge* through content rich literary and informational text

- Text sets: Materials provide a _____ of texts organized around a variety of topics or concepts. Students build knowledge systematically through interacting with the texts.
- Vocabulary: Materials provide intentional and contextual instruction for tier II and tier III vocabulary.
- Culminating tasks: Materials provide students with multiple opportunities to conduct short- and long-term _____ and to demonstrate their knowledge of a topic or concept.

Step Three:

Additional Criteria

- Key Areas of Focus
- Student Engagement and Instructional Supports
- Monitoring Student Progress

Instructional Materials Review Evaluation Summary

Use the materials review instrument to evaluate the provided lesson plan/unit.

1. Title of submission: _____

2. Do the materials meet the non-negotiables and focus on the relevant alignment criteria? What is the evidence to support your decision?

3. What are the areas of strength?

4. What are the areas of weakness?



| Long-Term Learning Targets | |
|---|--|
| I can compare and contrast a firsthand and secondhand account of the same event or topic. (RI.4.6) | |
| Supporting Learning Targets | |
| <ul style="list-style-type: none"> I can explain what firsthand and secondhand accounts are and how they are different. I can compare a firsthand and secondhand account of the Susan B. Anthony trial. | <p>Ongoing Assessment</p> <ul style="list-style-type: none"> Comparing Firsthand and Secondhand Accounts of Susan B. Anthony's Trial recording form |

| Agenda | |
|---|---|
| <ol style="list-style-type: none"> Opening <ol style="list-style-type: none"> Engaging the Reader and Review Learning Targets (5 minutes) Work Time <ol style="list-style-type: none"> Firsthand and Secondhand Accounts: What Are They, and How Are They Different? (15 minutes) Comparing the Information in a Firsthand and Secondhand Account of Susan B. Anthony's Trial (15 minutes) Comparing the Focus of a Firsthand and Secondhand Account of Susan B. Anthony's Trial (15 minutes) Closing and Assessment <ol style="list-style-type: none"> Individual Writing: Comparing and Contrasting Firsthand and Secondhand Accounts of Susan B. Anthony's Trial (10 minutes) Homework | <p>Teaching Notes</p> <ul style="list-style-type: none"> During this lesson, students revisit the different informational texts they've read in this unit. See materials box for a list of all the texts students need during Work Time Part B. Note that in Work Time Part B, students categorize all the texts they read into either firsthand or secondhand accounts. But the speech by Susan B. Anthony does not fit tidily into either of these categories, because she is not "retelling" what happened. Rather, the speech is simply a primary source document: an authentic resource from the time and place in history. See note in Work Time Part B to be prepared to clarify this with students during the lesson. In advance: Record the definitions of firsthand and secondhand accounts on chart paper to use in Work Time Part A. Review: Think-Pair-Share protocol (see Appendix 1). |



**EXPEDITIONARY
EARNING**

GRADE 4: MODULE 4: UNIT 1: LESSON 8
Comparing Firsthand and Secondhand
Accounts of Susan B. Anthony’s Trial

| Lesson Vocabulary | Materials |
|---|--|
| <p>firsthand account, secondhand account, compare; focus, central point, emphasis</p> | <ul style="list-style-type: none">• “Voting in America: A Timeline” (The Hope Chest by Karen Schwabach pages 269–272) (one per student, from Lesson 1)• Susan B. Anthony’s “On Women’s Right to the Suffrage” speech (one per student, from Lesson 2)• “The Vote” by Rebecca Hershey (one per student, from Lesson 3)• “Order in the Court” by Ira Peck and Kathy Wilmore (one per student, from Lessons 4 and 5)• The New York Times article “Miss Susan B. Anthony Fined \$100 and Costs for Illegal Voting” (one per student, from Lesson 7)• Document camera• Comparing Firsthand and Secondhand Accounts of Susan B. Anthony’s Trial recording form (one per student and one for display)• Comparing Firsthand and Secondhand Accounts of Susan B. Anthony’s Trial recording form (possible answers, for teacher reference)• Equity sticks• Set of blue, green, and red pencils (one per student)• Firsthand and Secondhand Accounts anchor chart (new, teacher-created, see Work Time A) |

| Opening | Meeting Students’ Needs |
|--|--|
| <p>A. Engaging the Reader and Review Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • Invite students to silently read the two learning targets: “I can explain what firsthand and secondhand accounts are and how they are different” and “I can compare a firsthand and secondhand account of the Susan B. Anthony trial.” • Draw students’ attention to the word <i>account</i>. Explain that <i>account</i> means “retelling.” Tell students that the concept of firsthand and secondhand will become clear during today’s lesson. | |
| Work Time | Meeting Students’ Needs |
| <p>A. Firsthand and Secondhand Accounts: What Are They, and How Are They Different? (15 minutes)</p> <ul style="list-style-type: none"> • Explain that there are different versions, or accounts, of events that happen. Post the Firsthand and Secondhand Accounts anchor chart: <ul style="list-style-type: none"> – Firsthand account: This is a description or explanation of an event, told by a person who witnessed or was a part of the event. – Secondhand account: This is a description or explanation of an event, told by someone who knows of the event but was not actually there. • Invite the students to have out the different informational texts they’ve read: <ul style="list-style-type: none"> – “Voting in America: A Timeline” (The Hope Chest by Karen Schwabach pgs. 269–272) (from Lesson 1) – Susan B. Anthony’s “On Women’s Right to the Suffrage” speech (from Lesson 2) – “The Vote” by Rebecca Hershey (from Lesson 3) – “Order in the Court” by Ira Peck and Kathy Wilmore (from Lessons 4 and 5) – The New York Times article “Miss Susan B. Anthony Fined \$100 and Costs for Illegal Voting” (from Lesson 7) • Ask students to take 5 minutes with their partner to sort the texts into two piles: <ul style="list-style-type: none"> – Firsthand accounts – Secondhand accounts | <ul style="list-style-type: none"> • Providing “hint cards” that help students get “unstuck” so they can sort the texts—these might be placed on the chalkboard tray, for example, and students would take them only if they are super-stuck • Students could be grouped intentionally or randomly, depending on your students’ needs. It is important to group ELL students with at least one other student who speaks their language in order to support them in participating in group conversations. |



**EXPECTIONARY
EARNING**

GRADE 4: MODULE 4: UNIT 1: LESSON 8
Comparing Firsthand and Secondhand
Accounts of Susan B. Anthony’s Trial

| Work Time (continued) | Meeting Students’ Needs |
|--|--------------------------------|
| <ul style="list-style-type: none"> • Circulate and ask probing questions like: <ul style="list-style-type: none"> * “What evidence in the texts makes you think it’s that type of account?” • Refocus students whole group. As a class, look at each text and ask the students to share: <ul style="list-style-type: none"> * “What type of account is this? How do you know?” • You should hear these responses: <ul style="list-style-type: none"> – Firsthand account: <ul style="list-style-type: none"> • The New York Times article “Miss Susan B. Anthony Fined \$100 and Costs for Illegal Voting” – Secondhand accounts: <ul style="list-style-type: none"> • “Voting in America: A Timeline” • “The Vote” • “Order in the Court” – Neither: <ul style="list-style-type: none"> • Susan B. Anthony’s “On Women’s Right to the Suffrage” speech <p><i>Note: Students may be understandably confused about how to categorize Susan B. Anthony’s speech. It is a primary source and is spoken in first person. But it is not really a firsthand “account.” Clarify that the word account means “retelling.” Susan B. Anthony was in fact there, but she is not retelling what happened. So this text is a primary source.</i></p> | |



| Work Time (continued) | Meeting Students' Needs |
|--|---|
| <p>B. Comparing the Information in a Firsthand and Secondhand Account of Susan B. Anthony's Trial (15 minutes)</p> <ul style="list-style-type: none">• Ask the students to sit with their partner from Lesson 7. Make sure they have the following materials:<ul style="list-style-type: none">* "Order in the Court" (from Lessons 4 and 5)* The New York Times article "Miss Susan B. Anthony Fined \$100 and Costs for Illegal Voting" (from Lesson 7)* The recording forms for each text• Distribute the Comparing Firsthand and Secondhand Accounts of Susan B. Anthony's Trial recording form and display one using a document camera.• Ask the pairs to read the directions together. Ask partnerships to turn and talk with another partnership about what they are being asked to do in the Steps 1–3. Tell them to make sure that everyone in their foursome agrees with the group's understanding.• Using equity sticks, cold call on two or three groups to share what they discussed. Listen for comments like: "First, we need to reread both texts and our recording forms so we remember what they're about. Then we need to find information that's the same in both texts and enter it in the Venn diagram in Parts A and B. And we need to find information that's different and enter it in Part C of the Venn diagram."• Encourage the students to identify at least one piece of information about Susan B. Anthony's trial that is the same in both and different in both to record in the Venn diagram. Acknowledge that there may be more than one, but they need to include at least one.• Give the partnerships 5–10 minutes to work independently. Circulate and offer support as needed.• Gather students together. Display the Comparing Firsthand and Secondhand Accounts of Susan B. Anthony's Trial recording form. Ask each partnership to share one piece of information they found from the texts, and where to enter that information on the displayed recording form.• Encourage students to use a blue pencil to revise their Venn diagrams based on the class discussion. | <ul style="list-style-type: none">• By writing and breaking down multi-step directions into numbered elements, ELLs can return to these guidelines to make sure they are on track.• Using a different colored pencil for revisions is a very visual assessment for learning strategy that helps both teachers and students see the original thinking and how it has changed, or not, based on collaboration with a peer. |



**EXPEDITIONARY
EARNING**

GRADE 4: MODULE 4: UNIT 1: LESSON 8
Comparing Firsthand and Secondhand
Accounts of Susan B. Anthony’s Trial

Work Time (continued)

Meeting Students’ Needs

C. Comparing the Focus of a Firsthand and Secondhand Account of Susan B. Anthony’s Trial (15 minutes)

- | | |
|--|---|
| <ul style="list-style-type: none"> Recap that firsthand and secondhand accounts are often different in terms of the actual information that is given. Point out that there is another way the two types of accounts differ—the focus. Explain that the focus is the central point or emphasis for a text. Give an example based on the text “The Vote.” The focus, or central point, being emphasized in that secondhand account is that in the mid- to late 1800s, voting practices in America were unfair toward women, so they went to extreme lengths to earn that right. Using the Think-Pair-Share protocol, invite the students to do the following: <ol style="list-style-type: none"> Think: Review the text and think about what the focus is for the firsthand account in the New York Times article “Miss Susan B. Anthony Fined \$100 and Costs for Illegal Voting.” They should write their individual thoughts in Part 2 of their recording form. Pair: Share their thinking with their partner. After students share with their partners, encourage them to revise their responses based on their conversation if needed using a green pencil. Share: Call on two or three partnerships to share their responses. Listen for comments like: “The focus of the newspaper article is to describe the facts of the trial—who, what, when, where, why.” Record responses on the class recording form. Encourage students to revise their response based on what the class has discussed if they feel this would improve their work. If they make additional revisions, ask them to use a red pencil. Ask the students to repeat the process for identifying the focus of the secondhand account: <ol style="list-style-type: none"> Think: Review the text and think about what the focus is for the secondhand account “Order in the Court.” They should write their individual thoughts in Part 2 of their recording form. Pair: Share their thinking with their partner. After they share with their partners, encourage them to revise their responses based on their conversation if needed using a green pencil. Share: Call on two or three partnerships to share their responses. Listen for comments like: “The focus of the informational article is to describe what it was like to be in the courtroom during the entire trial. The author described how people were feeling and thinking.” Record responses on the class recording form. Encourage students to revise their response based on what the class has discussed if they feel this would improve their work. If they make additional revisions, ask them to use a red pencil. Ask the students to bring their two texts and their recording form to the debrief. | <ul style="list-style-type: none"> Using the Think-Pair-Share protocol is a Total Participation Technique that ensures all students’ engagement. By writing and breaking down multi-step directions into numbered elements, ELLs can return to these guidelines to make sure they are on track. |
|--|---|



| Closing and Assessment | Meeting Students' Needs |
|--|---|
| <p>A. Individual Writing: Comparing and Contrasting Firsthand and Secondhand Accounts of Susan B. Anthony's Trial (10 minutes)</p> <ul style="list-style-type: none">• Focus them on Part 3 of the Comparing Firsthand and Secondhand Accounts of Susan B. Anthony's Trial recording form.• Ask the students: "How are the firsthand and secondhand accounts of Susan B. Anthony's trial alike and different?" Ask them to write a short statement that summarizes what they have learned.• Encourage them to review their notes and texts as they write their statements.• Collect students' recording forms. | <ul style="list-style-type: none">• For students needing additional supports producing language, consider offering a sentence frame, sentence starter, or a cloze sentence to assist with language production and provide the structure required. |
| Homework | Meeting Students' Needs |
| <ul style="list-style-type: none">• Find examples of firsthand and/or secondhand accounts outside of the class. Be prepared to share what kind of accounts they are and why in the opening of Lesson 9. <p><i>Note: Review students' Comparing Firsthand and Secondhand Accounts of Susan B. Anthony's Trial recording forms so that you can assess what students are able to do independently, with support from their partner, and with support from the class in order to be successful with comparing firsthand and secondhand accounts of the same event before the end of unit assessment.</i></p> <p><i>Depending on the progress of your students in meeting this learning target, you may need to revisit this skill before the end of unit assessment.</i></p> | |



**Comparing Firsthand and Secondhand Accounts of Susan B. Anthony’s Trial
Recording Form**

Name: _____

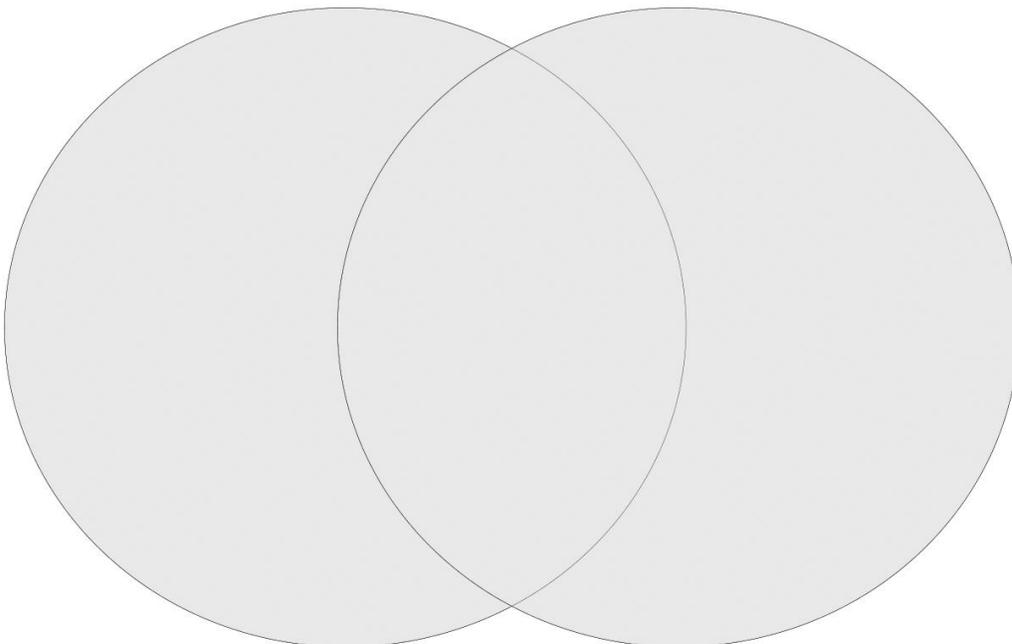
Date: _____

Directions:

1. Reread “Order in the Court” and the New York Times article “Miss Susan B. Anthony Fined \$100 and Costs for Illegal Voting.”
2. Review your notes on the recording forms for each text.
3. Record the similarities and differences of the information in both texts in the Venn diagram below.
4. Answer the text-dependent questions comparing the focus of each text.
5. Write a synthesis statement comparing the firsthand and secondhand accounts of Susan B. Anthony’s trial.

Part 1: Information provided in the texts:

How is the historical information provided in each text alike and different?





Comparing Firsthand and Secondhand Accounts of Susan B. Anthony's Trial
Recording Form

Part 2: Focus of the texts:

How is the central point, or emphasis, for each of these texts alike and different?

1. Describe the focus of the firsthand account.

2. Describe the focus of the secondhand account.

Part 3: Write a statement comparing the firsthand and secondhand accounts of Susan B. Anthony's trial. Make sure to use evidence from the texts in your synthesis.



**Comparing Firsthand and Secondhand Accounts of Susan B. Anthony’s Trial
Recording Form**

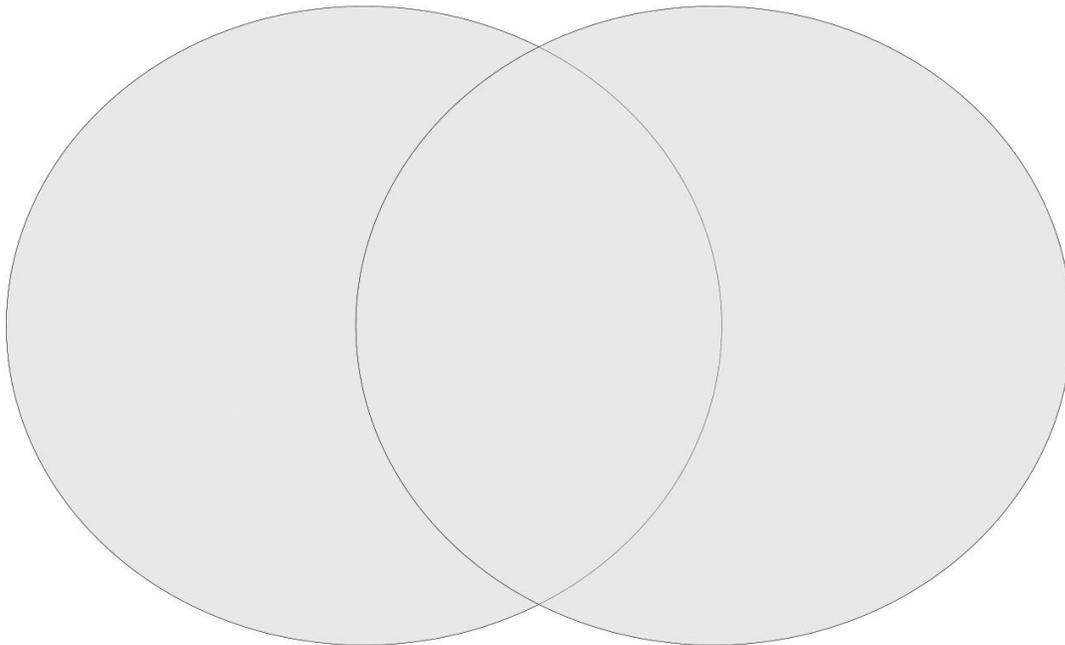
(Possible Answers, for Teacher Reference)

Directions:

1. Reread “Order in the Court” and the New York Times article “Miss Susan B. Anthony Fined \$100 and Costs for Illegal Voting.”
2. Review your notes on the recording forms for each text.
3. Record the similarities and differences of the information in both texts in the Venn diagram below.
4. Answer the text-dependent questions comparing the focus of each text.
5. Write a synthesis statement comparing the firsthand and secondhand accounts of Susan B. Anthony’s trial.

Part 1: Information provided in the texts:

How is the historical information provided in each text alike and different?





Comparing Firsthand and Secondhand Accounts of Susan B. Anthony’s Trial
Recording Form
(Possible Answers, for Teacher Reference)

Part 2: Focus of the texts:

How is the central point, or emphasis, for each of these texts alike and different?

1. Describe the focus of the firsthand account.

The focus of the newspaper article is to describe the facts of the trial—who, what, when, where, why.

2. Describe the focus of the secondhand account.

The focus of the informational article is to describe what it was like to be in the courtroom during the entire trial. The author described how people were feeling and thinking.

Part 3: Write a statement comparing the firsthand and secondhand accounts of Susan B. Anthony’s trial. Make sure to use evidence from the texts in your synthesis.

Both texts talked about the trial of Susan B. Anthony. The firsthand account described the facts of trial from the perspective of the reporter who was there. The secondhand account tells about the trial and the emotions of the day—like a story—from an author who had researched the event but was not there to actually know how people felt.

Instructional Materials Review Evaluation Summary

Use the materials review instrument to evaluate the provided lesson plan/unit.

1. Title of submission: _____

2. Do the materials meet the non-negotiables and focus on the relevant alignment criteria? What is the evidence to support your decision?

3. What are the areas of strength?

4. What are the areas of weakness?

Strategy of the Week: Compare and Contrast (Grades 3–5)

Cinderella by Brothers Grimm;
Yeh-Shen author unknown;
The Korean Cinderella by Shirley Climo;
The Rough-Faced Girl by Rafe Martin;
Mufaro’s Beautiful Daughters by John Steptoe

Mini-Unit Lesson Instructions

In this mini-unit, four-day lesson plan, students will learn or review the strategy of comparing and contrasting using multiple texts. This unit teaches students how to use comparing and contrasting to increase understanding of a topic using the Gradual Release of Responsibility instructional model: *I do* (the teacher provides explicit instruction and/or modeling), *We do* (the teacher and the students practice together), and *You do* (the students independently practice the skill).

Standards and Objectives

3.RL.IK1.9, 4.RL.IK1.9, and 5.RL.IK1.9

- Students will practice the strategy of comparing and contrasting to get a deeper understanding of multiple texts
- Students will engage in rereading multiple texts to note additional comparisons.
- Students will learn how compare and contrast are useful reading strategy.

Texts

Day 1

Cinderella by Brothers Grimm

Day 2

Yeh-Shen (Author Unknown)

Day 3

The Korean Cinderella by Shirley Climo

Day 4

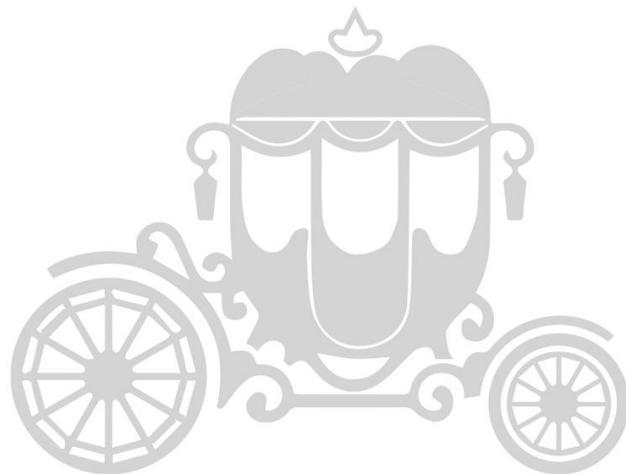
The Rough-Faced Girl by Rafe Martin;
Mufaro’s Beautiful Daughters by John Steptoe



Strategy of the Week: Compare and Contrast (Grades 3–5)

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The Rough-Faced Girl by Rafe Martin;
Mufaro’s Beautiful Daughters by John Steptoe

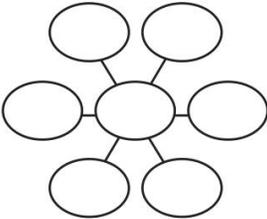
| | Day 1 | Day 2 | Day 3 | Day 4 |
|-------------|---|---|---|---|
| I Do | <p>Explain to the students when you compare and contrast you are looking at how two or more things are alike and different.</p> <p>Share with students a list of comparison words (e.g. <i>alike, also, as well as, both, like, same, similar</i>) and a list of contrast words (e.g. <i>although, as opposed to, but, differ, even though, however, in contrast, instead, unlike, yet</i>).</p> <p>Tell students throughout the week they will be comparing and contrasting different versions of the story, Cinderella.</p> | <p>Share with the students that when you are <i>comparing</i> and <i>contrasting</i> two or more things, you are developing a deeper understanding.</p> <p>Refer to yesterday’s two Cinderella stories to show how comparing and contrasting led to a deeper understanding of the Brother’s Grimm version of the <i>Cinderella</i> story.</p> | <p>Tell the students today they will be working on <i>comparing</i> and <i>contrasting</i> the <i>Cinderella</i> stories they have read together as a class and decide which ones are most alike and least alike. Explain that by <i>comparing</i> the greatest similarities in each text, they will gain a better understanding.</p> | <p>Review with students how they have been <i>comparing</i> and <i>contrasting</i> Cinderella stories using charts, Venn diagrams and webs to gain a better understanding of each story. Explain that today they will be comparing and contrasting characters within a <i>Cinderella</i> story using a T-chart.</p> |



Strategy of the Week: Questioning (Grade 3)

Cinderella by Brothers Grimm;
Yeh-Shen author unknown;
The Korean Cinderella by Shirley Climo;
The Rough-Faced Girl by Rafe Martin;
Mufaro’s Beautiful Daughters by John Steptoe



| | Day 1 | Day 2 | Day 3 | Day 4 |
|---------------|--|--|---|---|
| We Do | <p>Together, recount orally the Disney™ version of the Cinderella story. Have students record pertinent information they discussed on their Cinderella Contrast and Comparison Chart (see below).</p> <p>Together read <i>Cinderella</i> by Brothers Grimm. Pause while reading to check for understanding. After reading have students add relevant information from the story to their Cinderella Contrast and Comparison Chart. Discuss how the two versions are alike and different.</p> | <p>Tell the students today they will be reading the first known original Cinderella story.</p> <p>Together read <i>Yeh-Shen</i> (author unknown). Pause while reading to check for understanding. After reading, have students add relevant information from the story to their Cinderella Contrast and Comparison Chart. Together, use the Cinderella Story: Venn Diagram Template (see below) to compare and contrast <i>Yeh-Shen</i> with the Brother’s Grimm version of <i>Cinderella</i>.</p> | <p>Together read <i>The Korean Cinderella</i> by Shirley Climo. Pause while reading to check for understanding. After reading have students add relevant information from the story to their Cinderella Contrast and Comparison Chart. Using the chart, make a web of similarities from each story. Model for students how to make a Circle Web Chart (see below) connecting similarities to each other.</p>  | <p>Together read <i>The Rough-Faced Girl</i> by Rafe Martin. Pause while reading to check for understanding. After reading, make a T-chart to compare and contrast the two sisters with the Rough-Faced girl.</p> |
| You Do | <p>Have students select a <i>Cinderella</i> story of their choice to read. After reading, tell the students to add information from the story they selected to the Cinderella Contrast and Comparison Chart.</p> | <p>Have students select a <i>Cinderella</i> story of their choice to read. After reading, tell the students to add information from the story they selected to the Cinderella Contrast and Comparison Chart. Have students use the Cinderella Story: Venn Diagram Template to compare and contrast <i>Yeh-Shen</i> with the <i>Cinderella</i> story they selected.</p> | <p>Have students select a <i>Cinderella</i> story of their choice to read. After reading, tell the students to add information from the story they selected to the Cinderella Contrast and Comparison Chart. Have students add the <i>Cinderella</i> story read independently, to their web.</p> | <p>Have students read <i>Mufaro’s Beautiful Daughters</i> by John Steptoe. After reading, have the students make a T-chart to compare and contrast the two sisters.</p> |

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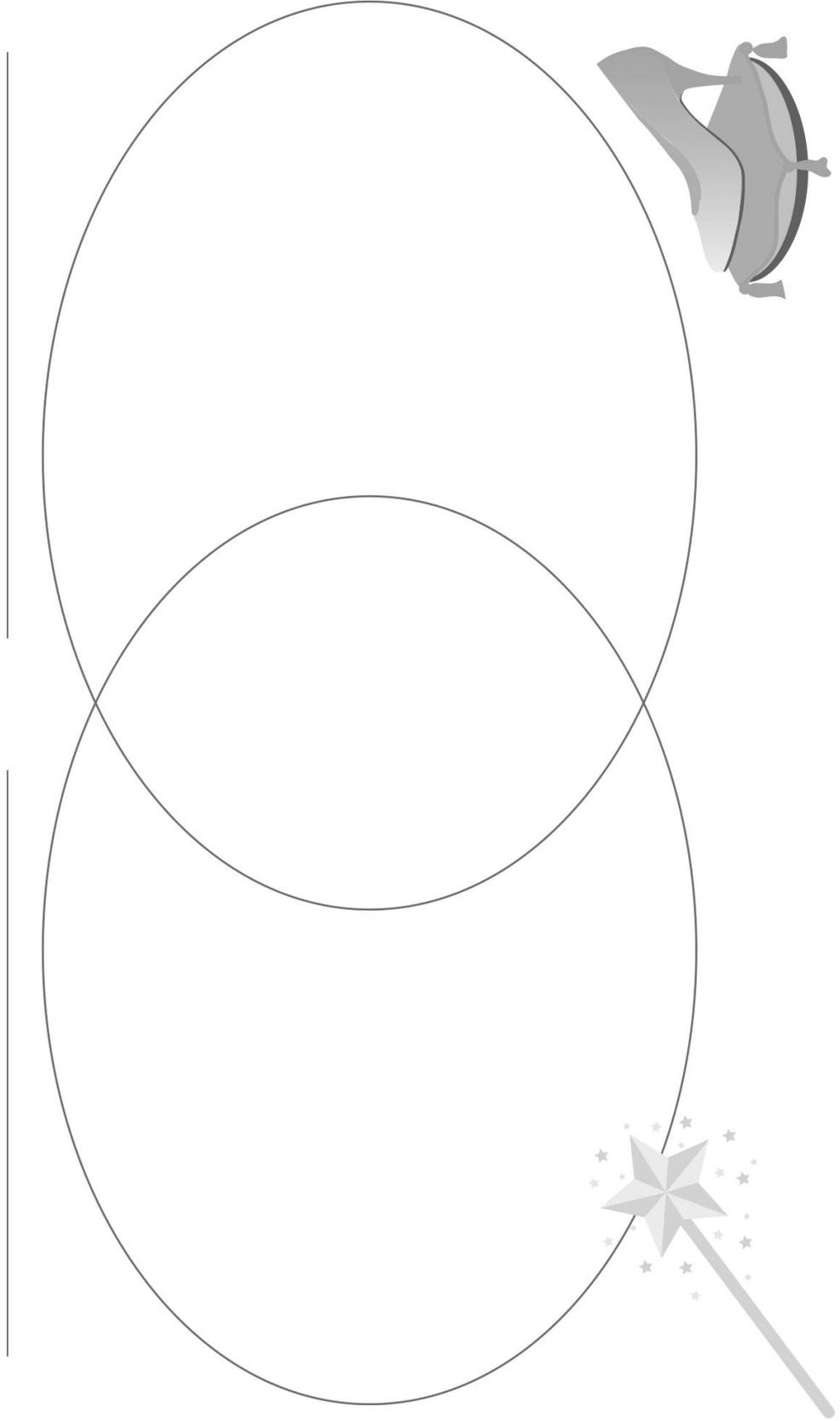
Cinderella Contrast and Comparison Chart



| Title | Protagonist | Antagonist(s) | Animal Characters | Magical Event | Ending |
|-------|-------------|---------------|-------------------|---------------|--------|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

Name: _____ Date: _____

Cinderella Story: Venn Diagram



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Instructional Materials Review
Making it Stronger

What were the problems we identified with this lesson?

What should the desired results of this lesson be?

What is an appropriate assessment for the learning that will occur in this lesson?

What instructional strategies and questioning will be used that accomplish the demand of the standard and align with the standard(s) and assessment?

Potential Gaps in Materials

Grades K–2:

- Increased writing expectations
 - The revised standards introduce many writing skills in kindergarten instead of waiting until grade 3. These include a focus on:
 - Development, organization, and style
 - Fluency and stamina

Grades K–5:

- Embedded foundational skills
 - The revised foundational literacy standards emphasize teaching the standards in integration, not isolation.
 - Skills should be taught in connection to text.

Notes:

Appointment with Peers

Please meet with your fourth partner to discuss the following:

- How does this evaluation process for instructional materials align with your current process?
- Reflecting on the Key Criteria for evaluating instructional materials, what are your key takeaways?
- What is at least one area you are committed to strengthening when evaluating materials?
- How can this process help you increase student achievement?
- How does this align to your observation rubric?

Notes:

Module 8 Review

Key Criteria for instructional materials **MUST** include:

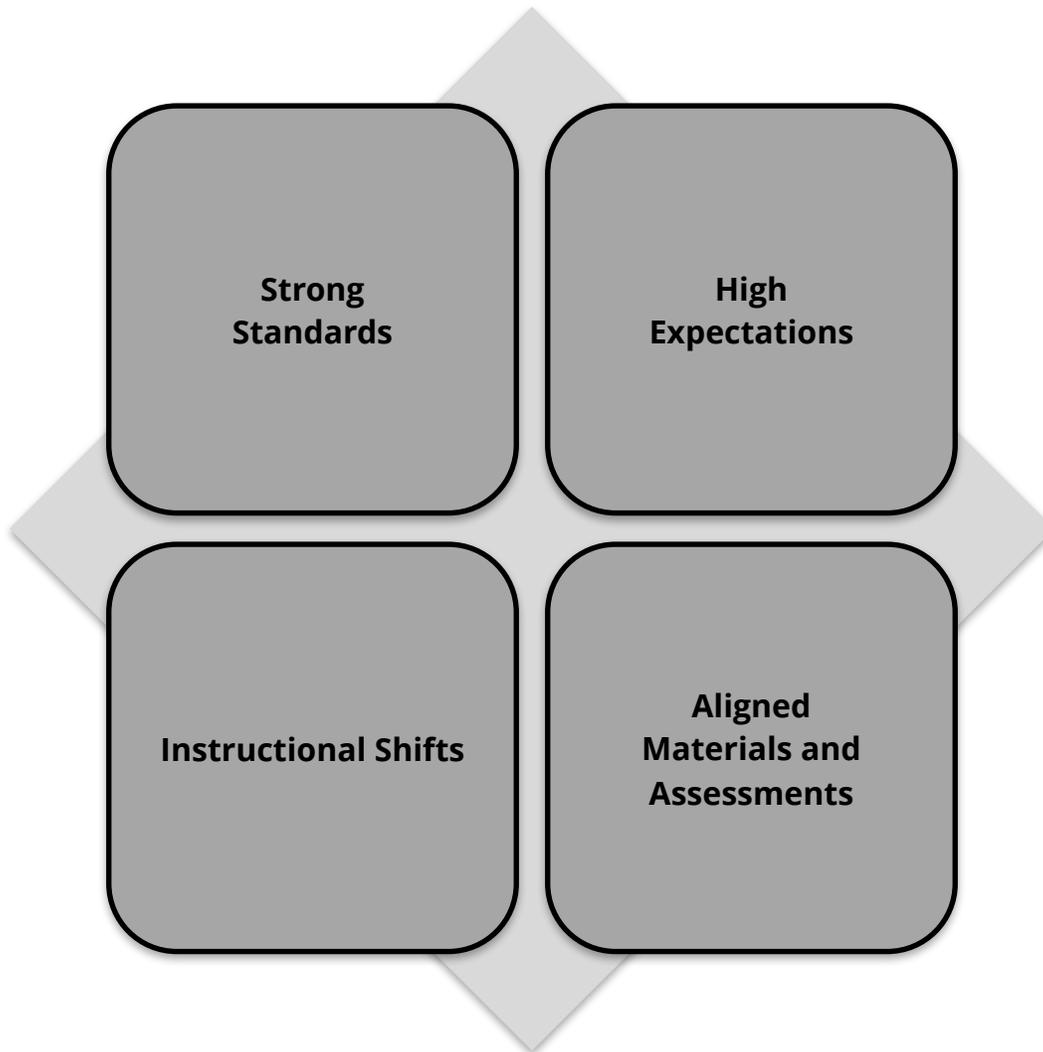
- A strong focus on the standards.
- An evident focus on the instructional shifts: the use of complex text and its vocabulary, reading and writing grounded in evidence from literature and informational text and building knowledge through high quality and content rich texts.
- Additional criteria: Key areas of focus, student engagement and instructional supports, and monitoring student progress.



Aligned Materials and Assessments

Educators play a key role in ensuring that our standards, classroom instructional materials, and assessments are aligned.

Part 5: Putting It All Together
Module 9: Instructional Planning



Goals

- Create a standards based lesson that sets high expectations, demonstrates the instructional shifts, and uses aligned instructional materials and assessments.
- Understand intentional instruction as a bridge between strong standards and assessment.
- Understand formative and summative assessment informs intentional instruction.



Strong Standards

Standards are the bricks that should be masterfully laid through quality instruction to ensure that all students reach the expectation of the standards.



High Expectations

We have a continued goal to prepare students to be college and career ready.



Instructional Shifts

The instructional shifts are an essential component of the standards and provide guidance for how the standards should be taught and implemented.



Aligned Materials and Assessments

Educators play a key role in ensuring that our standards, classroom instructional materials, and assessments are aligned.

Tier I Instruction

“When Tier I instruction is functioning well, it should meet the needs of 80-85% of the student population.”

—RTI² Framework

Essential Understanding:

Demand of the standard

Progression of the standard

Assessment of the standard

Notes:

Integration of Standards and Questions to Consider

“The standards should be taught in a balanced and integrated manner that emphasizes the interconnectedness of the strands, and students should be given regular opportunities to apply and connect standards in a range of ways.”

—RTI² Framework

How do multiple standards work together in order for students to make meaning of text?

How can teachers plan for standards integration in a way that produces students who are both good readers and writers?

How much time are your students spending engaged with text?

In what ways do you purposefully plan for your students to engage with multiple pieces of text in order to build knowledge around a topic?

How do student activities relate back to text?

What opportunities do you provide your students with to speak and write about what they have learned?

Three Stages of Backward Design

- _____ – What is it that I want students to understand and know and be able to do?
- _____ – How will I determine if students have mastered the standard?
- _____ – What do I need to do in the classroom so they learn and can do what is expected of them?

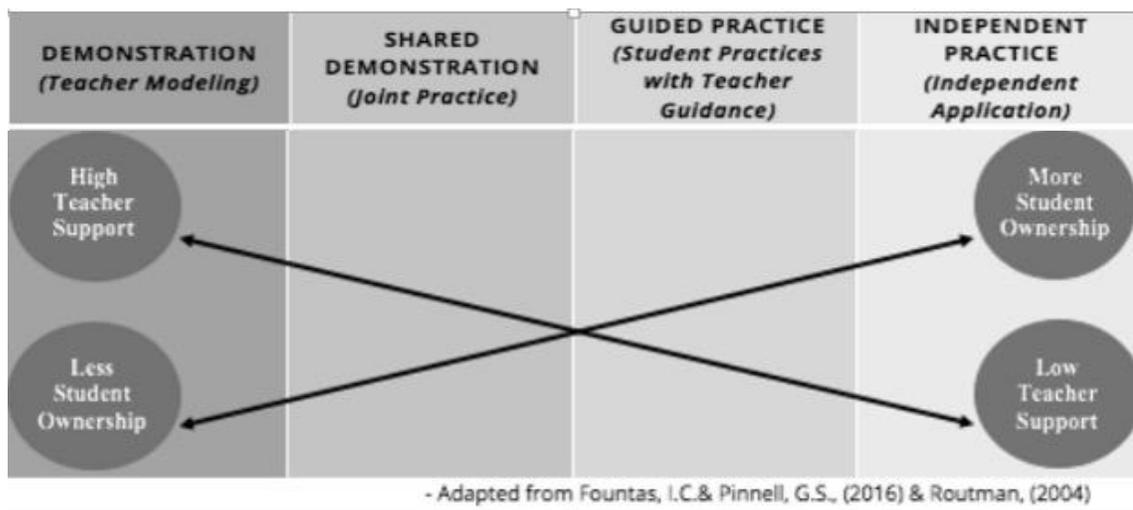
Notes:

Two Different Approaches

| Thinking like an Assessor | Thinking like an Activity Designer |
|--|--|
| What would be sufficient & revealing evidence of understanding? | What would be interesting & engaging activities on this topic? |
| What performance tasks must anchor the unit and focus the instructional work? | What resources and materials are available on this topic? |
| How will I be able to distinguish between those who really understand and those who don't (though they may seem to)? | What will students be doing in and out of class? What assignments will be given? |
| Against what criteria will I distinguish work? | How will I give students a grade (and justify it to their parents) |
| What misunderstandings are likely? How will I check for those? | Did the activities work? Why or why not? |

—Wiggins and McTighe

Gradual Release Model



Response to Instruction and Intervention

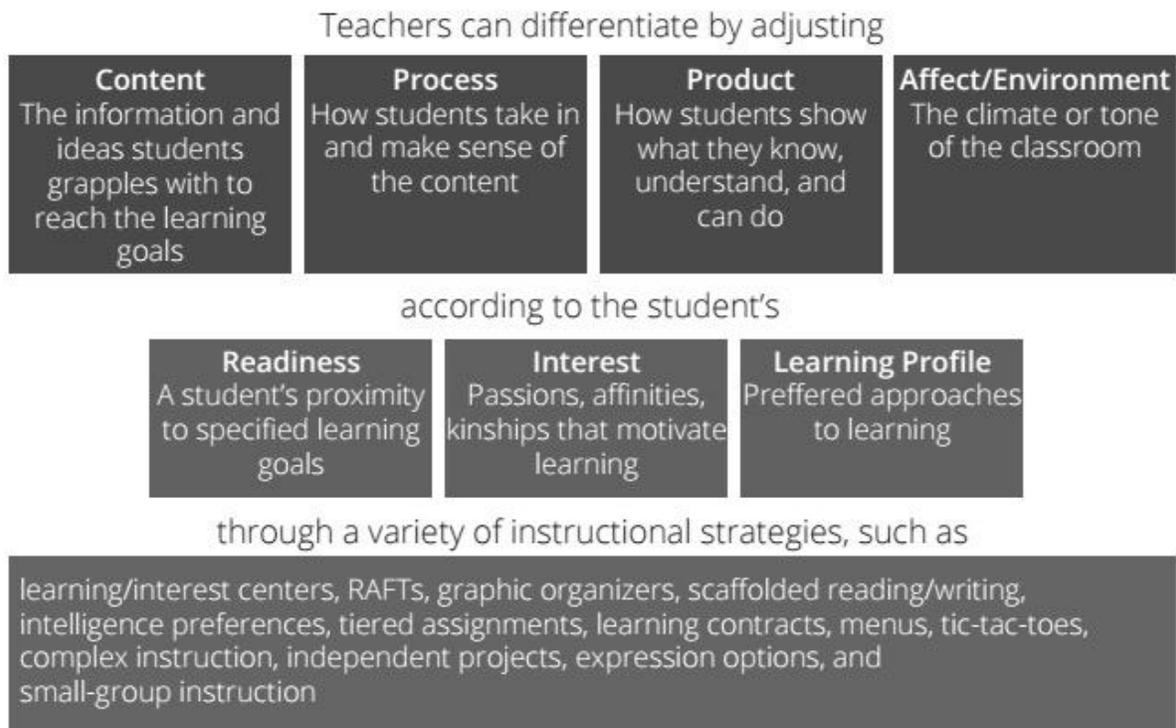
- The first “I” in RTI² is instruction; strong Tier I instruction is the foundation of RTI².
- Core instruction and grade-level expectations are delivered to all students through the Tier I instructional block. In fact, this is where students spend the majority of their day.
- The hallmarks of effective Tier I instruction:
 - High expectations
 - Standards-based whole group and small group instruction
 - A balance of skills-based and knowledge-based competencies in reading
 - Differentiation
 - Purposeful use of data

Notes:

All Means All

- Tier I instruction, also known as core instruction, provides rich learning opportunities for all students that are aligned to the Tennessee Academic Standards and are responsive to student strengths and needs through differentiation.
- The entire range of learners, including those identified with disabilities, students who are identified as gifted, and English learners, are included and actively participate in Tier I instruction. Differentiation, based on multiple sources of data, is a hallmark of Tier I.

—RTI² Framework



Activity

Student: _____

Academic Strand: _____

I can:

Notes:

Activity

Student: _____

Academic Strand: _____

Diagram:

Notes:

Module 9 Review



Strong Standards

Standards are the bricks that should be masterfully laid through quality instruction to ensure that all students reach the expectation of the standards.



High Expectations

We have a continued goal to prepare students to be college and career ready.



Instructional Shifts

The instructional shifts are an essential component of the standards and provide guidance for how the standards should be taught and implemented.



Aligned Materials and Assessments

Educators play a key role in ensuring that our standards, classroom instructional materials, and assessments are aligned.

TAB PAGE

Appendix

Aspects of Text Complexity Project

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Why Complex Text Matters

The American College Testing Service, in its influential study “Reading Between the Lines” (ACT 2006), determined a benchmark score on their reading test; 51% of students scored above this benchmark. These students were more likely to:

- Enroll in college.
- Earn a grade of B or higher in first-year U.S. history and psychology classes.
- Earn a GPA of 3.0 or higher.
- Return for a second year at the same institution.

It was also found that 47% of students who met the reading test benchmark met the science test benchmark as well, whereas *only 5%* of students who did not meet the reading benchmark met the science test benchmark. This is a particularly interesting finding in light of recent efforts to boost K-12 science learning. The 51% figure of test takers meeting the benchmark was the lowest in over a decade.

Student responses were analyzed with the goal of determining what patterns might distinguish students scoring above the benchmark from those below. The major findings follow:

1. Literal vs. inferential question type failed to differentiate students scoring above the benchmark from those scoring below (p. 13).
2. Questions focusing on textual elements—main idea/author’s purpose, supporting details, relationships, meaning of words, and generalizations and conclusions—also failed to differentiate students scoring above from those scoring below (p. 14).
3. The clearest difference of performance between the two groups was *degree of text complexity*, in the passages that acted as “sorters” within the ACT. This finding held true for both males and females, all racial groups and was steady regardless of family income levels (p. 16).

This is a stunning finding. The textual elements described above and inferential questions in general constitute many of the essential elements of what we usually think of as “critical thinking.” Developing these skills in students has been a major focus of educational efforts in all disciplines for decades. Yet the ACT study shows that, at least for this group of nearly a half million high school students, critical thinking does not distinguish those who are college and career ready from those who are not; facility with reading complex text does.

Text complexity on ACT's Reading tests (the ACT, PLAN, and EXPLORE, covering grades 12, 10 and 8 respectively) was divided into three levels of complexity: uncomplicated, more challenging, and complex (p. 14). In looking at scores based on this complexity gradient the following was found:

1. Students scoring below the benchmark (49% of the 568,000 taking the test) scored no better than chance on multiple-choice items associated with complex text, the most challenging of the three levels.
2. Only students who obtained nearly perfect scores (35 out of 36) did as well on complex text as they did on the less challenging text, indicating that a significant number of students who met the benchmark still scored relatively poorly on complex text.

Four hundred and sixty eight thousand students took the 2006 ACT exam. All were applying or considering applying to some form of post secondary education and therefore were likely to engage seriously with this test. Despite this, 49% , nearly a quarter of a million students, performed no better on the more complex reading passages than if these passages were written in Sanskrit.

How did we arrive at a situation where so many of our students fail to understand complex text? We will address this question, as well as the consequences this problem has generated, both those already present and those likely to emerge or become more widespread over time. We begin with the causes.

1. SCHOOL BOOKS AND READING DEMANDS K-12 HAVE BECOME EASIER.

- Chall et al. (1977) found a 13-year decrease from 1963–1975 in the difficulty of 11th-grade textbooks in all subjects; this corresponded with concurrent declines in SAT scores. She found a similar pattern for 6th-grade texts but not as clear-cut as for older students. Similarly, declines in first-grade basal readers corresponded with declining SAT scores 10 years later.
- Hayes, Wolfer, and Wolfe (1996) found more: between 1963–1991, average length of sentences in reading textbooks K–8 (basals) was shorter than in books published between 1946–62; in 7th and 8th grade readers (usually anthologies, very widely used), the mean length of sentences decreased from 20 to 14 words. Vocabulary also declined: the vocabulary level of 8th-grade basal readers after 1963 was equivalent to 5th-grade readers before 1963; 12th-grade literary anthologies after 1963 were equivalent to 7th-grade readers before 1963.
- Hayes also found that though the vocabulary level of words in basal readers for grades 1–7 increased each year, high school literature books did not increase in vocabulary difficulty for each year and did not differ greatly from grades 7–8 literature books.

- Hayes also found that though science books were more difficult than literature books, only books in AP classes had vocabulary levels comparable to even newspapers of the time.
- The span of years Hayes' work covers corresponded with SAT declines in the same period. Hayes addresses the question of whether declining SAT scores reflected demographic changes in students taking the test. He points out that the years for the decline do not match up with the years for the demographic shift; more pointedly he notes that the number of students scoring in the highest ranges (600-800) decreased both relatively and absolutely.
- Data since 1962 (Williamson, 2004) show a 305L (Lexile) gap between end of high school and college texts, equivalent to 1.5 standard deviations, or more than the lexile difference between the 4th grade NAEP and the 8th grade NAEP.
- Although data after 1992 are not as thorough, it should be noted that the SAT was re-centered in the mid-90s, thus essentially adding about 80 points to the verbal scores (Adams, in press).

These data do not include analysis of elements of text cohesion, which might give a different picture (McNamara, in press). That being said, while no measure of text difficulty is perfect, what is relevant in these numbers is the steady decline over time, across grades, in sophistication and difficulty of text, and the resulting correspondence with dropping SAT scores.

So the texts students read, or certainly many of the texts students read K-12, became easier after 1962. What about texts students were asked to read in college over that period and into our current period?

2. COLLEGE BOOKS AND COLLEGE READING HAVE NOT GOTTEN EASIER.

- Lexile scores of college textbooks have not decreased in any block of time since 1962 and in fact have increased (Stenner, in press).
- Hayes (1996) found that vocabulary difficulty of newspapers had remained stable over the period of his study.
- Hayes (1992) found that word difficulty of every scientific journal and magazine he examined between 1930-1990 had increased.
- Related to the above, a College Board research report (2005) shows that college professors assign more reading from periodicals than do high school teachers.

3. CURRICULUM AND PEDAGOGY MAY HAVE EXACERBATED THE PROBLEM OF DECLINING K-12 TEXT COMPLEXITY RELATIVE TO COLLEGE DEMANDS.

- Students in high school are not only reading texts significantly less demanding than students in college, but instruction with any texts they do read is heavily scaffolded compared to college, where students are routinely expected to read more independently (National Governors Association & Council of Chief State School Officers, 2009).
- Students in college are held more accountable for what they read than students in high school. College instructors assign readings, not necessarily explicated in class, for which students might be held accountable through exams, papers, presentations, or class discussions. Students in high school are rarely held accountable for what they have read independently (Heller & Greenleaf, 2007). The jarring exception is when college-bound students sit for the college entrance exams.

Note: We are not recommending here that teachers stop supporting students in their reading, only that this support taper off and that on regular occasions students be held accountable and assessed on texts they have not seen before and for which they have had no direct preparation from teachers prior to reading. As pointed out above, for most students, the only time in their K-12 experience this takes place is on standardized tests.

- Students have more difficulty reading expository texts than narrative (Bowen, 1999; Duke, 1998; Heller & Greenleaf, 2007; Shanahan & Shanahan, 2008; Snow, 2002), yet this material currently constitutes only 7% to 15% of instructional text in elementary and middle school (Hoffman et al., 1994; Moss & Newton, 2002; Yopp & Yopp, 2006). In college, most, and for many students nearly all, reading is expository (Achieve, 2007).
- The above data take on greater relevance with recent findings from McNamara and Graesser (personal communication – Active Ingredients work) that narrativity is “the most prominent component of reading ease.” In other words, the greater the portion of a student’s total reading is narrative, the greater the ease. Given the time constraints inevitably encountered in school, the more narrative text read, the less opportunity there is of encountering text that is complex.
- Expository text from social studies and science presents students with a different mix of rhetorical and semantic challenges relative to narrative (McNamara, Graesser & Louwerse, 2004). If students only engage in even successful reading of narrative, they will be denied the opportunity to develop the abilities to overcome the challenges presented by expository texts. These genre challenges however, are related to each other (McNamara, in press), thus each genre’s set of challenges will overlap to some degree, and failure to learn from one genre will likely weaken the ability to learn from the others.

- Successful learning from text and the consequent development of comprehension skills require the employment of both strategies and knowledge to build a mental or situation model from the given textbase. A high standard for coherence (a demand for the text to make sense) then drives comprehension monitoring. This recruits many of the same strategies that are called upon when comprehension breaks down (Perfetti, Landi, & Oakhill, 2004; Van den Broek, Ridsen, & Husebye-Hartman, 1995; Van den Broek et al., 2001). If students engage in this process frequently, the use of strategies becomes more automatic and habitual, and the strategies become skills (Afflerbach, Pearson, & Paris, 2008). If students do not employ this process when reading expository text then the resultant learning is superficial and short lived (Kintsch, 1998; Kintsch, in Tobias and Duffy, 2009).
- Shallow reading from complex expository texts—skimming for answers, focusing only on details, and failing to make inferences in order to integrate different parts of the text, to connect to background knowledge, and therefore form a rich situation model—will do more than impede students' ability to read complex text. It will likely cause reading ability to deteriorate. Years of reading expository text in this superficial way gives students the message that expository text itself is shallow, thus reading it is an inevitably shallow and unrewarding exercise. The messenger, in this case, has been slain.

In sum, the texts students are provided in school to read K-12 are not of sufficient complexity to prepare them for college or career readiness. In addition, expository text, the overwhelmingly dominant form of career and college reading, constitutes a minute portion of what students are asked to read in pre-collegiate education. When it is read, it is over scaffolded by teachers, and taught superficially (read these pages, and find the answers). Far too many students are not only ill prepared cognitively for the demands this type of text presents; but are unaware there is even a problem, aside from how boring their informational texts seem to be. Those quarter million students who scored at levels no better than chance on the ACT likely had no idea how poorly they did. About to leave high school, they were blind-sided by tasks they could not perform on text passages they had never been equipped to encounter.

Given all of this, it is not surprising that Heller and Greenleaf (2007), in findings that paralleled the ACT Between the Lines study, found that advanced literacy across content areas (reading of expository, subject focused text), is the best available predictor of students' ability to succeed in introductory college courses. Nor surprising that in a synthesis of national and international reports on adolescent literacy prepared for the Vermont Principals Association (Liben unpublished Power Point, 2007), we found that all nine called for enhancements in content area reading.

WHAT ARE SOME CONSEQUENCES OF SO MANY STUDENTS LEAVING HIGH SCHOOL UNABLE TO READ COMPLEX TEXT?

In addition to the findings noted in the ACT study:

- 20% of college freshman required remedial reading courses (NCES, 2004b). This is especially significant in light of the fact that 11 states have already passed laws “preventing or discouraging” enrollment in these classes in public four-year institutions (Jenkins & Boswell, 2002). In fact, students who enroll in these courses are 41% more likely to drop out than other students (NCES, 2004A).
- Only 30% of students enrolled in any remedial reading course went on to receive a degree or certificate (NCES, 2004).
- Differences between students in top brackets and all others, on measures such as NAEP test scores and AP courses successfully completed, have increased, (National Pipeline Data, 2005).
- Over 75% of surveyed students who dropped out indicated that difficulty with reading was a major contributing factor (Lyon, 2001).
- According to the National Assessment of Adult Literacy (2003), 15% of adults scored as proficient in 1992 and only 13% in 2003, a statistically significant difference in a decade.

The National Endowment for the Arts, in *Reading at Risk* (NEA, 2004), reports the following:

- The percentage of U.S. adults reading literature dropped from 54.0 in 1992 to 46.7 in 2002, a decrease of 7.3 percent in a decade.
- The percentage of adults reading any book likewise dropped by 7 percent in the same period.
- The rate of decline was in all demographic groups—women and men; whites, African Americans, and Hispanics; all education levels; and all age groups.
- Though all age groups are reading less, the steepest decline by far is in the 18–24 and 25–34 age groups: 28% and 23%, respectively. In other words, the problem is not only getting worse but doing so at an accelerating rate.

The NEA study cites declines in reading beginning in 1982 with 18- to 24-year-olds. Hayes cites a decline in difficulty of text beginning in 1962. It is tempting to link these findings, as 18- to 24-year-olds in 1982 began school from 1969–1975 and the Hayes study cites text difficulty decreasing beginning in 1962.

CONCLUSION

Being able to read complex text critically with understanding and insight is essential for high achievement in college and the workplace (Achieve, 2007, ACT, 2006). Moreover, if students cannot read challenging texts with understanding, they will read less in general, extending the societal effects the Reading at Risk report already documented. If students cannot read complex expository text, they will likely turn to sources such as tweets, videos, podcasts, and similar media for information. These sources, while not without value, cannot capture the nuances, subtlety, depth, or breadth of ideas developed through complex text. Consequently, these practices are likely to lead to a general impoverishment of knowledge, which in turn will accelerate the decline in ability to comprehend challenging texts, leading to still further declines. This pattern has additional serious implications for the ability of our citizens to meet the demands of participating wisely in a functional democracy within an increasingly complex world.

The ACT findings in relation to performance on the science test bear repeating. The need for scientific and technical literacy increases yearly. Numerous “STEM” (Science Technology Engineering Math) programs are beginning to dot the educational map. Yet only 5% of students who did not meet the ACT reading benchmark met the science benchmark. Science is a process, but it is also a body of knowledge. This body of knowledge is most efficiently accessed through its texts. This cannot be done without the ability to comprehend complex expository text.

A final thought: the problems noted here are not “equal opportunity” in their impact. Students arriving at school from less-educated families are disproportionately represented in many of these statistics. The stakes are high regarding complex text for everyone, but they are even higher for students who are largely disenfranchised from text prior to arriving at the schoolhouse door.

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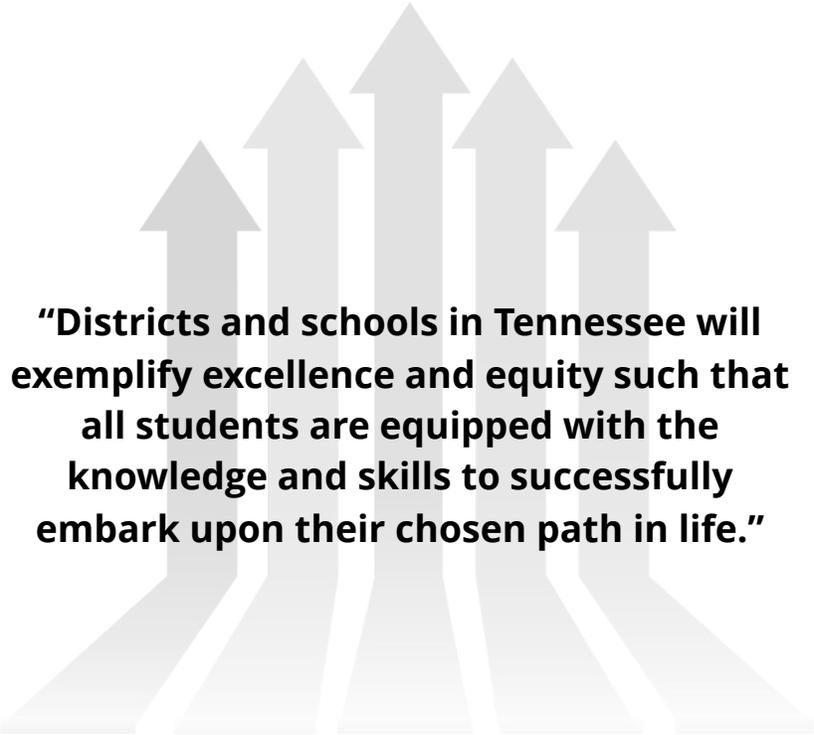


Requirements for Serving English Learners (ELs)

- All students who are ELs must have core instruction in an English as a second language (ESL) class for English language arts (ELA) until the student can access the content of the grade-appropriate ELA course.
- No EL can be retained or kept from educational services solely due to language proficiency.
- All ELs must be placed and served in the age-appropriate grade level.
- Content standards, instruction, and assessment must be modified and accommodated so that the EL can experience meaningful participation.
- Parents must have information provided to them in a manner and language they can understand (translation and/or interpretation).
- There is no set time limit for assessment for a suspected EL student with disabilities (SWD), but if tested during the silent period or at a time when language acquisition is limited, the diagnosis may be considered suspect, especially if the student is tested in English.

Five Strategies for Success with ELs

1. Focus on Discourse.
 - a. Target the four modalities: listening, speaking, reading, and writing in lessons. (Consider all modalities when lesson planning.)
 - b. Use purposefully designed collaborative learning groups (small group instruction) and a peer support system (peer buddy).
2. Work for total engagement in the class.
 - a. Develop an environment for participation and access (i.e., labeling, thinking maps, sentence starters and stems, structured accountable talk, etc.).
3. All work must be standards based.
 - a. Provide multi-sensory opportunities for engagement (i.e., visuals, technology, podcasts, PowerPoints, audiobooks, etc.).
 - b. Spiral (i.e., repeating and revisiting concepts to help with mastery)
4. Respect the silent period, but give the EL a way to participate.
 - a. Use wait time and frontloading.
5. Allow time for metacognitive analysis of the students' cultural learning style.
 - a. Help the ELs see connections with the first language (L1).



“Districts and schools in Tennessee will exemplify excellence and equity such that all students are equipped with the knowledge and skills to successfully embark upon their chosen path in life.”